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ABSTRACT

Four issues of the newsletter of the Elementary Education Interest Section (EEIS) of Teachers of English to Speakers of Other Languages (TESOL) are presented in this document. Issue number 1 of volume 15, focussed on defining "who we are," describes the nature and purposes of EEIS and contains brief accounts by parents, students, and colleagues involved in English-as-a-Second-Language (ESL) education. Additionally, in a regular feature called "Message from the Chair," Wes Elby comments on EEIS's theme for the year: "Designing Our Children's World" and gives highlights of the 1992 TESOL annual meeting. The lead article in issue number 2, Elizabeth England's "From the Ivory Tower to the Trenches; University-Elementary School Connections," offers reasons for the gap between research and teaching and suggests ways for teachers and researchers to connect. Following this, Jean Hanscombe, in a report called "The Search for Researchers Begins," discusses the mandate of the newly formed EEIS Research Task Force and offers ideas on how teachers can "do research" in the elementary schools. An article by Lory Doolittle on the "whole language" approach to teaching English language proficiency to ESL students concludes the issue. The first issue of volume 16 contains two articles by Mary B. Schafer: "Portfolio Assessment in ESOL" (the lead article) and a brief concluding essay on involving students in the evaluation process. Also included is a report by Jean Hanscombe on the search for researchers and a message from the chair by Dan Doorn, entitled "Gathering Stories To Share" on sustaining network contacts initiated at the 1993 TESOL meeting and encouraging all concerned to be story tellers, story listeners, and story sharers. Mainstreaming ESOL students is the focus of issue 2, which contains a substantial interview between the newsletter editor and Elizabeth Thompson, a fourth grade teacher in a whole-language, mainstream classroom in a rural district near Tucson, Arizona. Two other articles are included: one, by Joan Dugey, on how classroom teachers could be made to feel more positive about ESL; and the other, by Maria da Silva Amendolare, describing a successful schoolwide multicultural event at a monocultural school in Plymouth, Massachusetts. All issues contain notes from the editor, new book information, announcements of meetings and/or awards, and samples of student work. (LR)

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Elementary Education Newsletter

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"Designing Our Children's World"

Elementary Education Newsletter

The Official Publication of the ESOL
in Elementary Education Interest Section
Teachers of English to Speakers
of Other Languages

Summer 1992 | Jim Rupp, Editor | VOL. 15, No. 1

Who Are We?

The theme for this issue is **Who are we?** The format is somewhat different in that there is no formal lead article. Instead, this issue contains writings by parents, students, and colleagues, which show some of the diversity of what we do and include some reflections about our work. We begin with a look at what we do by a parent. This is followed by the views of students. Then, the reflections of teachers are shared. In addition, there are the regular columns with news of our interest section. Please enjoy this issue and share it with colleagues and administrators in your school district.

Who Are We?—A Parent Speaks

The following excerpt is from the speech given by David C. Lam, Lieutenant-Governor of British Columbia, Canada, at the opening plenary session at TESOL '92.

Twenty-five years ago, my wife and I came to this country as immigrants. We came with our three young daughters who did not speak a word of English. I remember our youngest one, six and one-half years old, was put into grade two in Jamieson Elementary School. My wife and I prepared her for her first day in school. We dressed her up in her Sunday best. (We soon found out that was not necessary.) However, since she did not speak a word of English, we at least equipped her with a few words like, "Good Morning," "I am Doreen Lam," etc. She had little difficulty with that.

She went to school and all day she imitated. She pretended that she knew what was going on. But her teacher knew. At the end of the day, the teacher asked her to stay behind in order that she might help her. But to a little girl of six and one-half, she considered that being detained and punished. So, what could a young child do? She cried. And she cried, not just a little sobbing. She cried like Archie Bunker's daughter, Gloria. She really cried.

The teacher tried to explain to her, "I just wanted to help you." But, have you ever seen a duck talking to a chicky? They don't communicate. The teacher was trying to help her, but this little girl, our daughter, just kept crying. And in a moment of desperation, with compassion, the teacher suddenly cried too.

At that moment, two people were crying. Then they stopped and hugged each other. Our daughter came home and told her mother, and mother cried. Then mother told me, and I cried!

We are forever grateful to that teacher. Instead of ignoring or rejecting our daughter, she showed compassion and care, which built confidence. Our daughter went on in school, and in one public-speaking exam, she got first prize.

She ran for vice-president of the student council in high school, and she won that. I recall in her election campaign that she and her team prepared big posters with one poster showing a sheep jumping over a fence. I was puzzled until I read the caption: "If you are tired of counting sheep, count on Lam—Doreen Lam." How about that for an election poster by an ESL girl! Later, she was awarded a scholarship to a university.

So, I say to you. You are more than English teachers. Your role is far more important. Your students, a group of new people, look to you, not just to learn a new language, but to learn a new culture in a new land with a new framework of values. What you pass on may affect the rest of these persons' lives.

Announcement: Student Art Display

The Elementary and Secondary Education Interest Sections are planning a display of student art work at TESOL '93 in Atlanta. For now, we are planning to show two-dimensional art work mounted on posterboard (it will need to go through the mail). We want to have all age levels represented, as well as a variety of media (paper, paint, pencil). All students will receive a ribbon or certificate for participating. Begin thinking now of some art project that will reflect the designs of your students' home cultures. You will receive more details later in *TESOL Matters*.

—Lory Fetzer, EEIS Art Committee Chair

WHO ARE WE? — OUR STUDENTS TELL US

The following are what some students at Gabe Allen Elementary School in Dallas, Texas, have to say about their ESL teachers.

This is my favorite third grade teacher. Her name is Mrs. Lay. She teachers me alots of neat things. She teaches me about plants, planets, and dionseurs. How she teaches me is from reading it in a book. And from makeing us do it. How she teaches me to know about plant's is she tell us to grow it and put water on it and let the sun shine on it. And about planets is we sing a song of it and look at the sky in the dark. And about diosaurs is we have to have a test of it and we talke about it a play a song with.

—Hang Phung, third grade

My favorite is Mrs. Sacett. She was nice and she teacher us now how to do many thing. Every Friday she gave us treats if we bring our homework. When I cry Mrs. Sachett tells me to come up to her and she hugs me.

—Hong Vo, third grade

My favorite teacher is Mrs. Lay. She taught me how to divid. She also taught me the times table. I think she is a good teacher. We learned how to do a play and we did a Cinco de Mayo program. She treated me like if she was my mother and I hope that she is my fourth grade teacher.

—Vannessa Rodriquez, third grade

In first grade my favorite teacher was Ms. Welch. She always help me when I need help from her and she was very smart and when she teach then I know the answer when she ask me for the question and I was getting smarter. In first grade we play games and when we finish playing we start learning how we done it. It was so fun we always do some kind of game on Wednesday.

—Ngoc Lam, third grade

This is what I remember from kindergarden. My teacher's name was Mrs. Fetzer. I like her. I learned to write. We learned the Chart. We learned Songs and our ABC. Mrs. Fetzer was friendly. We also went to the Symphony. I hope you never get in the corner because when Mrs. Fetzer get's mad she put's you there. I love you Mrs. Fetzer.

—Amy Adame, first grade

She is a good teacher who is kind and sweet. She loves children. She is a good teacher who takes time to teach children to not to be afraid of shcool. Takes time with children who are slow learners. I wish all my other teachers were like you.

—Mario Rodriquez, second grade

WHO ARE WE? — A TEACHER WRITES

The editors of T.I.P.S., Teacher-Inspired Practical Strategies, the NCTE/ESL Assembly Newsletter, share their newsletters with us. Four pieces of writing in this newsletter (marked TIPS) are from the latest edition of T.I.P.S. The ESL Assembly of NCTE is an important professional resource for all of us. Please write to Yvonne S. Freeman, Chair, at Fresno Pacific College, 1717 S. Chestnut, Fresno, CA 93702 to learn more about this organization.

Oscar

by Kathy Burd (TIPS)
Maple School, Tulare, Calif.

"He's just lazy!" exclaimed Mrs. A. "Oscar is nothing but a loser."

Mrs. A's response to my question about my new fourth-grade student came as quite a surprise. Oscar had been in my class for a week and refused to read or write, claiming that he didn't know how. In addition, he seemed extremely unhappy. He had been in Mexico when school began, so he was starting a month later than the rest of the class.

As a second-year teacher, I had decided to seek Mrs. A's help and advice since Oscar had been in her third-grade class when he came the previous year. Startled by Mrs. A's "insight," and believing there was much more to Oscar than laziness, I decided to observe him and figure out the real problem.

I had no previous experience with second-language learners, but after watching and working with Oscar for a short time, I realized that although he seemed to speak English fluently, he really didn't know how to read and write in English.

As I earned his trust, Oscar told me that he had lived in Mexico most of his life, but had lived the last two years in Los Angeles, where he had attended school in a bilingual classroom. He read and wrote in Spanish and learned to speak English. As he told me about his education in L.A., tears filled his eyes when he said, "That's why I keep telling all of you that I can't read—I can't read English!"

Near tears myself, I assured Oscar that reading and writing in Spanish is just as valuable as doing so in English. I immediately obtained Spanish literature books for him. I also encouraged Oscar to do his journal writing in Spanish. Oscar began to flourish!

Before the year was half over, without any pressure from me, Oscar chose to read and write in English. In retrospect, I know that I empowered Oscar by allowing and encouraging him to use his first language.

Oscar taught me many things that year: Don't jump to conclusions, don't listen to cynical teachers, and students who learn to read and write in their first language make an easier transition to English. But, perhaps more importantly, Oscar taught me to have faith in my students and to empower them as learners. When I remember that, everyone becomes a winner.

An Invitation to Dialogue with a Peer

by Miriam Marquadt (TIPS)

One of the most rewarding activities in my graduate classes has been the opportunity to journal with professors and fellow graduate students. I've been able to test new ideas, share points of view, question, reflect, and relate stories with a receptive and responsible audience. When I finish the classes, I will miss being able to interact in a journal with my peers. What if I could find a journal partner?

"The language experiences my students get in our class will over time lead to proficiency in English, but some days I have doubts, days when I worry about the mandated test they have to take two or three times a year."

"As an educator, I'm trying to imagine a class without tests like Frank Smith describes in *Insult to Intelligence*. Maybe it would look like real life. That's how I finally learned Spanish, using it in ways that were meaningful for me as I worked as a missionary in Columbia, South America; massacring the language in the process, but acquiring it; testing it while I counseled women in the church and revising it amid much laughter, 'fish' (pescado) and 'sin' (pecado) are very similar words in Spanish."

Would you be interested in having another teacher as a pen pal? Would you like to share and test ideas with a peer through an interactive journal? If you are interested, please send your name, mailing address, student population (age/level/language and culture backgrounds), and what you teach. Your address will not be published in the newsletter, but only given to the person with whom you are matched.

Send inquires to:

Miriam Marquadt
c/o Woodlake High School
400 W. Whitney Ave.
Woodlake, CA 93286

Dialogue Journals and Beginning ESL Students

by Trudy Lindaman (TIPS)
Language Center, Visalia, Calif.

Through the use of dialogue journals, teachers can nudge even beginning ESL students into English reading and writing. Muang, an eleven-year-old Mien girl, wrote this in her journal after attending school in the US for about a month.

I like happyhalloween
I like to eat the appe
I like to see colck

A dialogue journal is a written conversation between a student and a teacher that takes place on a regular basis over an extended period of time. The teacher reads to understand the content, not to correct or edit. The time spent reading and responding to my students' journals is enjoyable. It is a time for me to get to know the students on a different level, and my teaching is enhanced by this knowledge.

Beginning ESL writers will write about experiences they are having in the English-speaking environment, activities they are planning and participating in at school, and the content they are learning in English. As students develop more confidence in their abilities to express themselves and be understood, they will broaden their range of writing topics.

A teacher can encourage beginning ESL students to write by accepting and validating their efforts. At first, students may feel more comfortable writing in their primary languages or drawing pictures. Teacher acceptance encourages these beginning attempts at communication and motivates the students to participate more fully in conversations with their teacher.

Just as young children who are learning to write in their first language invent forms and spellings that become more conventional over time, second-language learners use their current knowledge about written English to express themselves. Further exposure to English, in the form of the teacher's journal entries and in literature, leads second-language learners' writing to conform more and more to standard conventions. ESL students adopt these conventions as their own because they have a reason to be understood in their new language. For example, Muang's journal entry four months later shows her growth:

"No I don't like to be fire fighter. but I like to be teacher but My dad siad he me is to be doctor but I like little to be doctor but I like too much to be teacher I like alot of thing but I don't know how to tell you."

As you can see, dialogue journals offer a very satisfying format for second language learners to test and expand their knowledge of written English.

—Special Project—

Linda New Levine, Caroline Linse, and Mary Lou McCloskey, members of our interest section, have received a special TESOL grant to compile samples of exemplary K-8 curricula. Submissions should include: a one-page cover sheet; a one-page, double-spaced abstract; and a curriculum sample (no more than five pages). For complete guidelines, please send a stamped, self-addressed envelope to:

Linda New Levine
Sunnyridge Road
Lake Katonah, NY 10536

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Message from the Chair

"Designing Our Children's World"

by Wes Eby

"Designing our Children's World" is our theme for this year. How appropriate for those of us who are involved in ESOL elementary children! This theme, which builds upon the TESOL '93 theme "Designing Our World," will be highlighted through this year in our interest section, climaxing in Atlanta next April 13-17.

This theme also supports the focus of this issue of our newsletter, "Who Are We?" We are truly designers of our children's worlds as we—in concert with them—fashion and create their "worlds," allowing them to become proficient, authentic language users.

As a professional interest section (IS) of TESOL, we recognize "throughout the world there are millions of children with a need to acquire fluency in English. As the professionals charged with the responsibility of assuring that non-English-speaking children of all linguistic backgrounds receive the necessary ESOL instruction to enable them to function effectively in English both interpersonally and academically, we have come together in this Interest Section." (Taken from the Statement of Purpose, Governing Rules, of EEIS). This is "who we are"—ESOL educators concerned with and dedicated to the task of designing the best world possible for children.

TESOL '92 was an "in" experience—informative, incredible, and indelible! I was impressed with both the quantity and quality of program offerings for our IS. The biggest complaint seemed to be the overlapping offerings, causing a tussle with choices. What a wonderful problem! For me TESOL '92 in Vancouver is unforgettable.

Denise McKeon, our Past Chair, planned a program chock-full of dynamic presentations—72 in all! From 7 o'clock in the morning until late at night (8:45 p.m.), elementary TESOLers attended plenary sessions, workshops, colloquia, concurrent sessions, two special academic sessions, a featured book session, discussion sessions, and poster sessions. In addition, there were exhibits, the hospitality area, business meetings, and the EEIS open meeting. Yes, this was truly an "in" experience!

Especially noteworthy were the two academic sessions and the book sessions. In the first academic session, **Jean Handscombe** explored the topic, "Creating Inviting Whole School Contexts for ESOL Learners." Next, in cooperation with the Bilingual Education IS, **Fred Genesse** chaired a panel of **Jack Damico**, **Katharine Davies Samway**, **Yvonne Freeman**, **Else Hamayan**, and **Joy Kreeft Peyton** in examining the subject, "Integrating Assessment, Teaching, and Learning." The book session featured **Ian Wallace** from Toronto, an illustrator and author of children's books. His presentation, "The Creation of *Very Last First Time*: An Illustrator's Perspective," was well-received and appreciated by the audience of more than 100.

We are truly designers of our children's worlds as we—in concert with them—fashion and create their "worlds"

The Open Meeting (business session) for EEIS was well-attended. Among many items on the agenda, the following people were elected to leadership positions: **Dan Doorn**, Associate Chair; **Nancy Cloud**, Secretary; **Janet Orr** and **Esther Retish**, Steering Board Members (three-year terms). In addition, the following were elected to the Nominating Committee: **Keiko Abé-Ford**, **Caroline Linse**, **Marsha Santelli**, and **Carlyn Syvanen**. I congratulate these persons, and I greatly welcome their assistance this year.

Due to Dan Doorn's election, I have appointed, with the Steering Board's approval, **Irene Goldman** to fill Dan's unexpired term as a Steering Board member. I welcome Irene to a leadership role in EEIS.

As IS responsibilities increase throughout the entire year, we—your elected leaders—need help. Therefore, we're organizing six new committees and task forces. I am pleased to announce the appointment of the following chairs: **Lory Fetzer**, Art Committee; **Carole Urzúa**, Internationalism Concerns Task Force; **Nancy Cloud**, Membership Task Force; **Jean Handscombe**, Research Task Force; **Sarah Hudelson**, Sociopolitical Concerns Committee; **Mary Jane Nations**, Special Projects Committee. Also, **Sharon Fusco** will serve as chair of the Hospitality Area for TESOL '93. A number of persons have already volunteered to serve on various committees/task forces, but there is still room for you. (See the list of committees and members on page six.) We especially need additional members on the following: Art, Hospitality Area, Membership, Sociopolitical Concerns, and Special Projects.

If you would like to serve on any of these groups, please contact me. We'd love to have you involved with us. You can contact me at Publications International, 6401 The Paseo, Kansas City, MO 64131. Phone numbers are 816-333-7000 ext. 2533 (O), 913-381-7955 (H), and 816-333-1748 (F).

Here's an update on the two ongoing, elementary special projects. (1) 1991 Project: The manuscript of *The Teaching of English Around The World*, being edited by **Katharine Samway** and **Denise McKeon**, will soon be sent to TESOL, hopefully during the summer of 1992. So far, Katharine and Denise have received more than two dozen monographs. They have been busy editing and making decisions on the final articles to include in this long-anticipated book. (2) 1992 Project: This project, *Exemplary Curricula for School Age ESOL: Criteria and Examples*, proposed by **Caroline Linse**, **Linda New Levine**, and **Mary**

Lou McCloskey, is just getting started. They are in the process of soliciting abstracts from elementary educators. (More information about this can be found on page 3.)

The deadline for project proposal is August 1. If you have any ideas for special projects for 1994, please contact me. Permit me to dialogue with you about your ideas. I'll be happy to send you the guidelines regarding special projects if you need them.

Make plans to join us in Atlanta for TESOL '93. We'd be thrilled to have you help us design our children's world. We promise to fashion a stimulating, diverse and colorful program—one to meet your needs and interests.

Please share with me your suggestions for EEIS activities for this year. The Steering Board and I want to serve you. Service is a goal to which we're committed. Try us. Challenge us. And join with us to attain our common purposes. Together, we can design our children's world, professionally and competently!

Notes from the Editor

by Jim Rupp

As you can see, this issue of the newsletter has contributions from far and wide. I received many more items than could fit into these 12 pages. If you do not see your article here, it was only because I ran out of space. I will make every effort to fit it in next time or see if there are some other avenues to get it published, such as the *TESOL Journal* or *TESOL Matters*. It is very important that members of this interest section contribute to all TESOL publications. We are one of the biggest interest sections, but we are under-represented in our own professional publications. TESOL is in the process of publishing a book series entitled *New Ways in TESOL*. They need short, recipe ideas of successful activities from the classroom for a series of books about speaking, reading, grammar, pronunciation, teacher training, vocabulary, listening comprehension, writing, and teaching young children. We all have ideas that we can easily write and submit. You can write or call TESOL Central Office for more information, or you can contact me.

As you can see from this issue, your colleagues have ideas that they contributed. Therefore, you can do the same. If you have an idea, write it and send it to me (6765 N. Steven Way, San Bernardino, CA 92407). Another mentor is Katharine D. Samway (2912 Florida St., Oakland, CA 94602). Another alternative is to contact any Steering Board or Newsletter Editorial Board member.

The theme for our next issue is "Whole Language and ESL Students." This is an opportunity for those of you who are using whole language in your school or program to contribute your ideas. Some questions you might address: What needs to be adapted or adjusted? What basic conditions need to exist? How are ESL students in the regular classroom integrated into the whole-language program? The deadline for submissions is **November 15, 1992.** I expect to receive many more submissions than I can find room for again!

Home Visits

by Amy Thele, Fresno, Calif.

This year, for the first time in my five-year teaching career, I had no parents show up at my back-to-school night. I knew I had to take some sort of action, and home visits seemed the logical step. I felt frustrated by the situation and discussed the idea of home visits with my principal. She readily agreed to cover my classroom for a few afternoons while I made the home visits. Our school had just received a restructuring grant, and parental involvement was a general focus, so my visitations would tie in nicely.

It was arranged for me to be accompanied by our migrant community aide who would act as the translator. It was up to me to make the parent contacts beforehand and schedule the visits. None of my children had telephones, so I sent notes home informing the families of my visits.

I began with mixed feelings. I knew that this was a good step to take, and yet part of me was nervous and afraid. What if they resented the fact that I didn't speak Spanish? What if they felt I was invading their privacy? What if they saw me only as another public official poking around in their territory, asking questions, and being too inquisitive? Fearful or not, I had to go through with it.

The first family I visited was Erica's. I knew my families came from poor families, but after this visit I felt some comfort in knowing that, although their homes were small, they were probably all like Erica's—clean, safe, and warm. However, nothing could have prepared me for the visits to the homes located in a dilapidated trailer park. The homes for many of my kids were cramped, run down, one-room trailers with no heat, indoor toilets, and electrical wires exposed everywhere.

I learned a lot that first day. My feelings went from anger—anger at a system that allowed those living conditions to exist; to respect—respect for those families who continued to work their hardest and try their best to provide for their children. They weren't giving up, they didn't seem to despair, and they never once treated me with suspicion.

I wondered what impact my visits had left and what kind of support I would get from the families after my visits. When parent conferences arrived just a few weeks later, all but three parents showed up for their visit. I noticed that when I requested items from home, most children brought them. Parents I never expected to see turned out to watch their children at our Christmas assembly. They slipped into the auditorium quietly and exited quickly. They were not the parents with video cameras, or the ones who posed for pictures after the show. But I knew who they were, and so did their children.

I realize now that it's not enough to just invite parents into the school. For whatever their reasons are for not getting involved in their child's education, our job as teachers is to show them how important their children are to us —so important that we will drive 20 miles to talk with them.

I urge all teachers in similar situations to begin reaching out to their students' families. The rewards of your first visits will be sufficient encouragement to continue. The end results will be positive—for your students, their parents, and for you as an educator.

When Cross-Cultural Gaffes Get Personal

by Jane Petring
Pillsbury Math, Science and Technology Magnet School
Minneapolis, Minn.

Last week I had one of those cross-cultural experiences that showed me how easy it is to give bad advice when you step out of your ESL teacher role. My son was celebrating his sixth birthday and was allowed to invite six children to his party, one for each year (and the number that would fit in our car). This year we had decided to try having a party at a restaurant.

After much deliberation Alex finally figured out whom he would invite, and we called the parents. His best buddy at school is one of my ESL students. Yer is Hmong, and his family has been in Minnesota for over 10 years. He has five other siblings who attend the same school, so I know most of his family quite well. Yer did not speak English at the beginning of the school year, but his fifth- and sixth-grade sisters have near-native proficiency and his parents speak English.

When I called Yer's parents, his fifth-grade sister Mai answered the phone and told me her parents weren't home. I told her about the party, explained that we would go to a restaurant, and I would bring Yer home at the end.

A few days later, I was rather taken aback when Mai came bouncing into my office smiling from ear to ear, saying, "My dad said I could come." My first thought was, *You weren't invited*, but not wanting to say this I tried to puzzle out whether she had understood that this would be a party of five- and six-year-olds. I saw her expression wither, so I quickly regained my composure and assured her that it would be great if she came too, while making mental notes that I'd have to ask one of the other parents to pick up their daughter and I'd have to add another name to the reservation. It occurred to me that probably her parents felt more secure in having an English-speaking older sibling with Yer, even though he was very comfortable with me and my son. Because I felt guilty for not showing initial enthusiasm that Mai was coming too, I repeated how happy I was that both could come. And knowing that the family had little money, I added that they shouldn't worry about a birthday present.

The kids had fun at the party. Yer played comfortably with the others. But when Alex opened presents, Mai looked devastated. Yer didn't seem to care and Alex certainly didn't notice, but Mai looked like she wanted the earth to swallow her up for not bringing a gift.

Later she came up to me and said, "I'm sorry, I'm so sorry. I'll bring him a present on Monday." I reassured her that I had told her she didn't need to bring anything, that Alex didn't need any more presents, etc. But as I was saying this I realized that I had just blown one important cross-cultural lesson. I was trying to be sensitive to her family's constraints, but I had inadvertently set her up for a cultural gaffe.

As ESL teachers, we know that we teach much more than the English language. Cross-cultural expectations, such as how holidays and special events are celebrated, are an important part of our lessons. It occurred to me that had a student in one of my ESL classes been invited to another child's birthday and asked me what to do, I certainly would have suggested bringing some small gift. It also occurred to me that, if I weren't personally involved, I would have advised the parents to call the parent of the birthday child to say that they would feel more comfortable if one of their older children could come too. Well, someday I'll work all of this into another lesson.

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Using Poetry to Teach ESL Students

by Janine B. Rodriquez
Gaithersburg, Maryland

Inside My Pocket

Inside my pocket's a secret
If you turn it inside out
You'd see the most unusual things
You've ever thought about.
For inside my pocket hides
All kinds of things to eat
Bubble gum and a jelly bean
And other special treats.

There's a wiggly frog and a spider
A turtle and a garden snake
An elastic and a tiny car
And pumpkin seeds to bake.
Now I'll tell you my secret
All of these things fit inside
Because my pocket has a hole
Which is very, very wide.

As a whole-language story starter, this poem is great. Ask the children to think about and share with a partner all of the things they like to keep in their pockets. Have large colorful pockets to pass out and some construction paper. Have each pair draw and cut out the items they discussed. Have them use their pockets to report back to the class. Then have each pair write about their pockets. Put the poems up in the center of a bulletin board and display the pockets and the creative stories.

Cricket Corner

There's a cricket in the corner
Keeping out of sight.
I can't see him at all
But he chirps with all his might.
Chitter, chatter, cricket
Chitter, chatter, chat.
Chatter, chitter, cricket
Chit, chit, chat, chat.

Children will like the rhythm of this poem. This is a good introduction to a module on crickets or other insects. Ask the children what they would like to know about crickets. List their questions on the board and get a stack of books on insects to have in the room so they can research their questions. Discuss how crickets and other insects are viewed in the different cultures of the children.

Naughty Ghost

There's a naughty little ghost
That I can never see.
He hides behind the doors
Then jumps out at me.
He always waits til dark
To do his dirty tricks,
And I can never catch him
For he is just too quick.
I close my eyes and go to sleep
But he's always in my room.

He pulls my hair and then my toes
And he quickly zooms.
One night, I tried to scare him
I waited until late,
Then I took my flashlight
And beamed it in his face.
He knew that I could scare him
And he left the house that night,
But I surely miss that little ghost
And all his tricks of fright.

Before using this poem and activity, be sure to check to see if you have any students who come from cultures where ghosts and/or spirits are a real part of their world. If so, it may prudent to use caution with this topic. Students can use this poem as a motivation to generate ideas about a ghost in their house. Have the students pretend that a ghost lives in their house. Have them think of some funny situations that could happen. Have students think about and share their ideas. Have them dictate their stories or write them on the computer. Make a mural of ghosts and display their stories around the ghosts. "Ghost Tales" might be a fun title for the mural

Beautiful Butterfly

Beautiful butterfly soaring so high
I wish I were you way up in the sky,
With not a care to cloud your day
You're lithe and carefree in every way.
Beautiful butterfly soaring so high
I wish I were you way up in the sky,
Free to fly and roam wherever you choose,
To stop and rest on the flowers and snooze.

If you would choose to be one animal, what would that animal be and why would you like to be that animal? Start a story about your animal. Then take your ideas and see if you can write your own poem.

I wish I were a _____.

If I could _____ _____.

Celebrate the Seasons

Part II: All Seasons, Summer, and Fall

by Betty Ansin Smallwood

This issue of "The Book Corner" continues our celebration of the seasons through literature. The seasons provide a natural theme around which to integrate lessons in language arts, creative arts, social studies, and science. The concentration here is on books that bridge all four seasons with some books specific to summer and fall. (For books on winter and spring, see "Celebrate the Seasons: Part I" in the last issue of this newsletter (Vol. 14, No. 2, pp.8-9). The recommended books are selected especially for elementary ESL learners. Their limited English-language proficiency, coupled with diverse needs, including basic vocabulary enrichment and ongoing cognitive development, provide selection guidelines.

All-Seasons Books

> Spring is showery, flowery, bowery.
> Summer: hoppy, choppy, poppy.
> Autumn: wheezy, sneezy, freezy.
> Winter: slippy, drippy, nippy.

Like this anonymous poem, appropriately entitled "Four Seasons," much of children's literature on the seasons integrates all the seasons in the same poem or book. This creates a holistic, cyclical approach towards this natural and scientific phenomenon.

Numerous picture books re-create this wholeness through a continuous story line. This provides the thread to link the characters and plot with seasonal images and illustrations. *Summer Is* by Charlotte Zolotow (Thomas Crowell, 1983) is a fine example. It uses the same mother and child to celebrate the seasons, subliminally inviting you in to enjoy them too. The minimal text defines each season in short, almost poetic phrases, beginning with the pattern, "Summer is . . ." Through this, seasonal vocabulary and activities are introduced. Warm, pastel drawings create soft mood pieces of each season. From these illustrations, separate vocabulary can be easily identified and further language generated. This book provides a wide range for ESL students, for grades K-5 from the beginner to intermediate levels.

When Summer Ends by Susi Fowler (Greenwillow, 1989) offers another happy mother and child journey through the seasons. Its different illustrations, crisper than *Summer Is*, generate additional seasonal vocabulary. The real distinction of this book is the patterned, humorous dialogue between mother and child. After an initial reading, students easily join in the choral refrains, naturally taking the child's lines. This makes it both a fun and engaging experience for ESL beginners in grades K-4.

Kathy Beal, an ESL teacher from Holland, Michigan, recommends another all-seasons fictional story book *Here It's Winter* (Addison-Wesley, 1991). Non-fiction picture books provide a more scientific perspective on this topic. In *Sunshine Makes the Seasons*, Dr. Franklyn Branley (Thomas Crowell, 1974) explains the intriguing childhood questions of why the seasons change during the year and around the globe and why days are not always the same length. He writes in a scientifically clear, yet almost story-like manner. The language is fairly easy, still the concepts are not diluted. The distinctive design of each page helps create a very inviting read-aloud book. Part of the excellent *Let's-Read-and-Find-Out-Science Books* series, it is best absorbed by intermediate ESL students in grades 2-5.

Seasons by Illa Podendorf (Children's Press, 1981) also provides factual information about the different seasons, but does so in a less inviting manner. Part of the *New True Books* series, its main advantage is basic scientific information about the seasons in simple sentences. This makes it comprehensible to beginner ESL students. However, the photographs do not clearly explain the accompanying text, nor is the information conceptually challenging to students above third grade. In sum, I can only give it a moderate recommendation.

Another type of all-seasons book uses the characteristics of the seasons as explanations for human behavior. Janine Rodriguez, an ESL teacher in Gaithersburg, Maryland, recommends two such classroom favorites. One is the Aesop fable, *The Grasshopper and the Ants*, simply but adequately retold by Paula Franklin (Silver Burdett, 1982). As you may remember, the grasshopper relaxes during the warm, lazy days of summer only to face hardship during winter. The industrious ants, in contrast, prepare for winter by busily harvesting the produce of summer and fall. Tharlett's cute illustrations reflect the seasonal colors and activities. *Frederick*, that lovable mouse created by Leo Lionni (Alfred Knoph, 1967), offers an additional twist on the preparation for winter theme. In his quiet way, Frederick captures the spirit of each season. Words and poetry, his supplies for winter and shared at the right time, are warmly appreciated by his fellow mice. The message of the fable is an important one: we all have gifts to share. Fables appeal to all ages. These two seem best suited for the intermediate ESL range.

Another "seasons as explanation" book is *Daughter of Earth* by G. McDermott, recommended by Gwen Verhoff of Washington, D.C. This concerns the story of Properspina and the mythological explanation of the seasonal changes. Gwen finds it has "great illustrations and comprehensible text" for her middle-school ESL students. She usually reads it to her students at the beginning of spring, but thinks it also spans the seasons.

Poetry is yet another literary genre that embraces this all-seasons approach. My absolute favorite here is the classic *Chicken Soup with Rice* by Maurice Sendak (Harper & Row, 1962). Scholastic also published it in 1986, adding a cassette tape. While these 12 short poems are written about each month, they also capture the essence of the related season as well. My students love to

recite the poems (especially the refrains), memorize them, and also copy them into their own "anthologies" for silent-reading time. Although popular with all students, mostly in grades K-3, they are best understood by those at the intermediate ESL level.

Out and About is a pleasant anthology of poems about seasonal topics, written and illustrated by Shirley Hughes (Lothrop, Lee & Shephard, 1988). Rich with images, yet sparse with words, these poems seem particularly comprehensible for ESL students. The large print, large pages, and full illustrations (often of individual lines) all add to their comprehensibility. The predominance of very young children seem to limit this book to the K-3 range. The poems themselves, however, appeal more widely.

Both of these poetry books on the seasons are by a single author. *The Random House Book of Poetry* (1983) offers a comprehensive anthology of many voices, selected and organized by Jack Prelutsky, a poet himself. Poems about the seasons can be found in the sections on "Nature" and "The Four Seasons." Together these provide 31 pages of poetry, mostly short, with a healthy balance of classic and modern poems. You are sure to find many there to match your particular seasonal or monthly topic.

Another source of poems on the seasons are those we create ourselves. Janine Rodriguez's poems on the seasons (elsewhere in this newsletter) provide excellent examples of this. Teachers as poets offer wonderful role models for their students.

Summer Books

Summer is a popular season and children's books about summer are plentiful. Most of them are related to water, but range from the beach, to swimming, lakes and rivers, camping and picnics. For those of you who teach summer school, here are a few to get you started. *The Seaside* by Maria Ruis and J.M. Parramon (Barrons, 1986) uses large print and bright illustrations to introduce the vocabulary and activities of the season. It also mentions the geography, employment, and recreation associated with the sea. The brief text is spread out in single phrases or sentences on each page. Written originally in Spanish, it has been smoothly translated into English, with a bilingual version also available. *A Beach Day* by Douglas Florian (Greenwillow, 1990), on the same topic, is even simpler. It visually describes a day trip to a beach with detailed illustrations, yet with only single-word explanations. The rest of the story can be generated by the class. *Picnic* by Emily McCully (Harper & Row, 1984) takes this simplicity even a step further to a wordless but humorous story.

National Geographic offers a rich, accessible, non-fiction complement to summer stories. Their titles include *Let's Explore a River* and *Animals in Summer*, both by Jane McCauley (1988), and *Exploring the Seashore* (1984) and *Life in Ponds and Streams* (1981), both by William Amos.

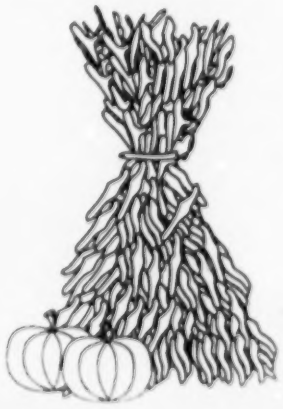
Fall Books

Interestingly enough, Fall is the season with the fewest children's books specific to it. I think this is because most of this vocabulary (and topic in general) is absorbed in the holiday (Halloween and Thanksgiving) books, plus books on school and learning (see "The Book Corner" in Vol. 14, No. 1, pp. 10-11). The best of the fall books I reviewed, for ESL purposes, is *When Autumn Comes* by Robert Mass (Henry Holt, 1990). Its use of large, colored photographs makes it appropriate for a wide age range (K-8), and its limited language (one to two short sentences per page) makes it excellent for beginners. Altogether, it is a very attractive and appealing book. The National Geographic *What Happens in Winter* by Suzanne Venio (1982) expands this approach, with more scientific, non-fiction information. It also has a wide age range (K-8), but with an more intermediate ESL proficiency level. In contrast, *Apples and Pumpkins* by Anne Rockwell (Macmillan, 1989) appeals to K-3 ESL beginners. It is a simple fall story involving young children and a lot of fall vocabulary.

Next Issue

For the next two issues of "The Book Corner" I propose the theme of holidays, related to the seasons and a popular elementary-school theme. I would like to consider this in a multicultural context: in other words, holidays celebrated internationally as well as in the United States. Do you have a favorite book (or two) on different holidays? If so, please tell me/us about it. At present, I am planning to organize this theme by times of the year. If you have other organizational suggestions, please let me know. For the Winter, 1992 issue, then, I would focus on holidays that occur between January and June. Please send information to me by October 15, 1992. For the following issue, planned for Spring, 1993, I would concentrate on holidays between July and December. Send ideas by March 15, 1993. Despite these dates, it may be more practical to send book and/or activity ideas whenever they occur, like just after reading this article. Please write to my home address: 5109 Worthington Drive, Bethesda, MD 20816 or call me at (301) 229-8489.

Betty Ansin Smallwood is the author of ***The Literature Connection: A Read-Aloud Guide for Multicultural Classrooms*** *(Addison Wesley, 1991), in which some of the books cited are more fully annotated.*



Tips from the Trenches

Involving parents in their children's education can be a great challenge for any teacher, but can be even more difficult for the teacher of ESL students. Parent/family involvement can take many forms, from attendance at the school's annual open-house program to taking an active, personal role in teaching the child. Assuming that regular, positive, adult-child educational interaction is the type of parent/family involvement that can make a lasting and significant difference in a child's achievement, we have gathered some ideas currently in use in some nearby schools.

Laura Henry, a kindergarten teacher at Chinle Kindergarten Center, has combined good children's literature, some Chapter I funding, and fun at-home activities into a program that gets families planning learning time together. Many students in Ms. Henry's class speak only Navajo at home. Most parents speak English to a certain extent, but use primarily Navajo or a Navajo-English mixture when speaking to their elders. (Chinle Unified Schools is a public-school district on the Navajo reservation in northeastern Arizona. The largest American Indian reservation in the U.S.A., the Navajo Nation is roughly the size of the state of West Virginia or the country of Ireland. Approximately 95% of the students in Chinle schools are Navajo. About half of the students are officially identified as speaking a non-standard variety of English and receive instruction from teachers who have ESL teaching certification.)

Every week, each child in Ms. Henry's kindergarten class has the opportunity to take home one of the special home activity tote bags that she has put together. There are about 20 different activity bags, with more being planned. In the typical bag is a book, a laminated card with instructions/suggestions, a materials list, and some hands-on activity materials. One typical bag contains a paperback copy of *Blueberries for Sal*, a blueberry muffin mix, a muffin tin, and paper muffin cups. Family members read the story, measure and make the muffins, and finally eat the hot, delicious blueberry muffins. A few concepts that might be discussed are measurement, temperature, and/or the color blue.

Children who take home the bags have brought a signed parental permission form, promising to return all nonconsumable items when finished. A child must return the previous bag before checking out another one. Materials have been purchased by the teacher with parent-participation funds made available through the local Chapter I Program.

This idea is spreading like *crazy*—as great ideas often do—with each teacher adding her/his own special touch. **Jana Brown**'s mother sewed fabric bags and painted each one with a unique design. **Deborah Gallagher** is having her tote bags screen-painted by the high school graphic arts class. **Alison Reeves** is videotaping instruction and demonstration of the activities and sending the videotape home instead of an instruction card.

Since family members are participating in their own homes, on their own terms, using whichever language is comfortable for them, they are in control of this activity. The adult's confidence as their child's first and most important teacher is strengthened and the child receives valuable concept reinforcement through this method. In addition, the idea that what happens at school needn't be restricted only to the school, that important learning takes place wherever parent and child are together, is supported.

At the other end of the elementary-age spectrum, some Chinle Junior High School English teachers are utilizing technology to bring families and students together in literacy.

At Chinle Junior High School, the English department has a new Macintosh writing lab. During the school day, teachers schedule their classes into the lab as needed to work on various writing projects. During several evenings, the lab has been reserved for a very special group of people. Letters have been sent home with students, inviting parents and family members to come to school on a particular Wednesday evening to have fun learning in the computer lab. Child care for younger children is provided, and very modest refreshments are served.

At a recent parent/child computer evening, family members of 15 students pulled chairs up to computer screens, gathering around to learn the basics of Macintosh operation from their children. Teacher **Danny Barlow**, his instructional assistant, **Lillie Nez**, and **Sylvia Barlow**, also a junior high English teacher, circulated rapidly around the room, answering questions and helping solve problems. Each family was encouraged to write a story together on the computer. Descriptions of different family experiences and stories of relatives who figure in the family's own history were set down, sometimes for the first time. Hours went by, with parent, grandparent, aunt, uncle, child, and siblings contributing and collaborating. Some stories were entirely in English, while others utilized the computer's Navajo font to include terms in Navajo. After two hours and when it was time to go home, some pieces were pronounced finished and triumphantly printed. Other works continued "in progress" to be further developed at home or perhaps at another computer evening. With permission of the authors, Mr. Barlow compiled the finished works into an anthology for display at the annual district-wide Fine Arts and Academic Showcase.

The opportunity for the seventh and eighth grade students to be the leaders in a family activity is in itself an important benefit of family computer night. Shy pride glowed from the teens' faces as they explained, demonstrated, and taught family members how to bring the stories to life on the computer. Parents and relatives were intimately involved in this literacy event—their stories and their histories were being born onto paper. Parents experienced what their child experiences on a daily basis, through continual interaction with the three teachers. Some parents saw, perhaps for the first time, how their child's school could be a welcoming, hospitable place. Children

saw their families supporting their education, valuing their learning, and appreciating their literacy achievements. Teachers had the opportunity to learn more about their students and their families. All three staff members went home very tired, but already planning the next family computer evening.

Everyone wants good ideas for meaningful parent participation. However, for successful parent involvement, the program(s) must be individually developed and designed. What works in a school across town may not simply *transplant* to another faculty, community, or student population. Gathering ideas to springboard from is extremely valuable, or this column would not have been written! However, we must remember that each school, and many times each class, is a unique organization with unique needs. Our work at getting the parents of our children involved in their education must begin with meeting those needs.

The "Tips for the Trenches" column is meaningful and useful only as long as its material is fresh, classroom-tested, purposeful, and practical. The best source for such material is the readership of this newsletter. Every one of us is extremely busy with dozens of projects that require our attention at any given moment—but the idea or tip that you share could be a real time-saver or eye-opener for another overcommitted, underfunded teacher. Please be generous and share ideas that have worked for you!

Legibility (hand-written in crayon on a brown paper sack is fine) is the only requirement for submission of ideas. Please include a return address and phone number, if possible, in case some dialogue is necessary. Also include a bit of information about yourself and your situation. Send your "Tips from the Trenches" to Beth Witt, Box 1937, Chinle, AZ 86503. The deadline for the next issue is November 1, 1992.

Late News!

Denise McKeon has been nominated for the TESOL Executive Board as a Member at Large. Please remember to vote for her when you cast your ballot later this year.

Recipe for Teachers of Second-Language Learners

by Carolyn Shitanishi (TIPS)
Reddley, Calif.

Provide and combine in a large classroom:

- a generous amount of language, theory-based activities
- 9 months of meaningful content which serves the learners' purposes
- plenty of opportunities for social interaction
- 180 days filled with student choices
- 1 roomful of real literature (in first and second languages)

Mix the above ingredients with the following:

- 1 fruitful learner-centered curriculum
- a wonderful year filled with authentic language experiences
- 1 stupendous risk-free environment

Add:

- 1 pitcherful of themes organized around big ideas
- a grand focus on student background knowledge, strengths, culture, and interests
- 1 big, fat, ongoing integration of listening, speaking, reading, and writing

Sprinkle in and blend well:

- a handful of high expectations and firm discipline
- 1 classroom supply of portfolio assessment folders
- daily collaboration between students and teacher

Toss in:

- 20 bundles of occasional laughter (to add flavor to the learning process)

Gently stir in:

- 1 heartful of patience and understanding
- a tremendously large package of faith in the learner

Let learners stand (or sit) at room temperature while actively constructing their own knowledge within a rich context.

Special Instructions:

- Do not overteach or results may be disastrous.
- No need to prepare recipe ahead of time; allow learning in process to take place.
- Take time to celebrate language learning experiences and cultural diversity within the classroom.

Yield:

- One strong community of empowered learners who are skilled language users.

Student Poetry

Why can't I feel the traditional spirit keeping us going strong?
Why don't I see any more old wagons pulled by
Horses and packed with the whole family crossing
Sandy, beautiful deserts?
Why don't I see Navajo families picking sumac berries any more?
Why don't I hear students speaking the language they are born to?
Has there been a sudden change?
Maybe there has been a sad change; a change that is still occurring.

—Raymond Clark, 8th Grade
Chinle Junior High School

(Raymond's poem was awarded "Best of Show," the Chapter I Director's Award for Language Arts, May 1992, 4th Annual Fine Arts and Academic Showcase for the Chinle Unified School District in Arizona.)

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by Elizabeth England

From the Ivory Tower to the Trenches:

University-Elementary School Connections

INTRODUCTION

In my position as an ESOL teacher and teacher-educator in a state university, I read research and I require students to read research. I feel a professional responsibility to make research available to graduate MA-TESOL students. That generally means that I help them to develop an understanding of what researchers do and how they do it. I also try to help students develop skills in doing research on their own.

Last winter (1992), I took a leave of absence from my position at EMU to work as an ESOL teacher in an elementary school. It was there I learned that what researchers are doing when they write articles about language learning is too often not even remotely informed by factors related to what teachers need to better meet students' needs.

In This Issue

Research Task Force Report 2
Message from the Chair 4
AIDS Resolution 5
Special Project Request 6
Notes from the Editor 6
TESOL '93 Elementary Program 7
Art Display for TESOL '93 8
Amendment to *Governing Rules* 8
Whole Language in ESL 9
Tips from the Trenches 10
IS Officers and Leaders 12

REASONS FOR THE GAP BETWEEN RESEARCH AND TEACHING

Teachers are often too busy to reflect on or change what they do in classrooms. Research shows that doing things the same way all the time doesn't help students. If teachers talk to anyone about problems in the classroom, they talk to each other.

When I suggested to some teachers that they address a classroom management problem by contacting an expert at my university who does research on this topic, the response was something like this: "Research! What do those guys know about schools? I'm the one who knows what goes on with my class. I don't need researchers to tell me what to do!" Teachers, excluded from the professional research publication process, have no idea about what articles in journals mean (or potentially could mean) to them in their daily teaching lives.

In order for researchers and teachers to begin to work together, a sharing of professional commitments of both need to come together. Teachers need to begin to talk to researchers, and researchers need to become more tuned into what goes on in schools.

WAYS OF HELPING TO FOSTER SHARING: TEACHERS CONNECTING WITH RESEARCHERS

1. Connect with a local college, university, or teacher-training program.
   - Take a course.
   - Attend a conference or lecture with the idea of getting new ideas.
   - Offer to mentor or be a master teacher in a teacher-training program.
   - Offer your classroom as a place where teacher trainees can visit and observe.
2. Invite a researcher to visit your classroom.
3. Include a researcher in staff meetings in which the following discussion takes place:
   - Materials related to curriculum change.
   - Textbook selections and evaluation.
   - Multicultural issues in the school or classroom.
4. Take a researcher to lunch!

Until teachers begin to see that research can help them in their work with students in classrooms, there will be no improvement in student learning and classroom management.

(Continued on p. 2)

(Continued from p. 1)

WAYS OF HELPING TO FOSTER SHARING: RESEARCHERS CONNECTING WITH TEACHERS

1. Make school visits a part of your professional development program.
   - Researchers should visit schools and talk to teachers, and these visits should be viewed as part of a researcher's own professional development.
   - University students should be required to visit, observe, and analyze what goes on in classrooms as part of academic course work.
2. Invite teachers to make presentations in university classes. Topics might include language learning, classroom management, and language testing.
3. Include K-12 and adult education concerns in teacher education and language courses, both U.S.A. and non-U.S.A. school issues, such as policies, employment, etc.
4. Develop a post-graduate strand of an MA or PhD program to incorporate the special research, theory, and other interests and concerns of classroom teaching.
5. Write materials, grant proposals, etc., that are relevant to classroom learning and teaching, which should be read by at least one teacher.
6. Take a teacher to lunch!

POTENTIAL PROBLEMS

1. Researchers who address real-world, teacher-student needs may well be criticized.
2. Researchers must deal with reduced control over their work.
3. There may well be resistance to the kind of "sharing" that is described here. Some teachers and researchers will not wish to share.

POTENTIAL BENEFITS FOR RESEARCHERS

1. You will discover interesting research through fact-finding surveys, curriculum development, and language planning for schools. You will have the chance to videotape, interview, and review and report information about schools and classrooms
2. You will find out what's going on in schools! It gives you credibility in your university teaching and/or research work to say that you actually saw the inside of a school where your work is (or could be) used.

POTENTIAL BENEFITS FOR TEACHERS

1. Talking with a researcher can be fun! Having a chance to sit down and deal with an issue that has been bothering you can be a healthy and, indeed, a rewarding, personal and professional experience.
2. Increasing your knowledge will most certainly lead to increasing your confidence. Both are good for your students.
3. Helping a student who previously was only a source of frustration can be the most rewarding experience a teacher can ever have.
4. An opportunity to do something real and useful and to know that someone actually used what your wrote feels good.

CONCLUSION

The need for professional sharing and collaboration is clear. Ways of beginning this sharing have been listed. There are other ways that readers can begin this process in their own educational settings. Some connections are being made. The needs of students in our schools—needs that are desperate in too many settings—cannot be met until the education system starts working as a whole. Researchers and elementary teachers should begin to work together. ✻

This article is an abridged version of a presentation at the National Council of Teachers of English in Louisville, Ky., Nov. 20, 1992. Elizabeth England is an Associate Professor in ESL/TESOL at Eastern Michigan University. Her address is Foreign Languages/Bilingual Studies, 219 Alexander, EMU, Ypsilanti, MI 48197.

The Search for Researchers Begins...

by Jean Handscombe

In the last issue of this newsletter, the formation of an EEIS Research Task Force was announced. There are 11 EEIS members on this Task Force. Not all of us teach full-time in an elementary classroom, but all of us see Elementary ESOL as a primary focus of our professional lives.

We have started work on our mandate, that is to explore the role that research linked to practice could usefully play within the EEIS. More specifically, what we hope to do within our two-year term is to provide encouragement to elementary ESOL educators to engage in classroom-based research, alone or in collaboration with others, and to put in place some structures that will support these research efforts.

Why would 11 busy TESOLers agree to spend time and effort on this Task Force? I think it is because we are all convinced of two facts: **(1) We need research** and **(2) research needs us!**

I will elaborate on point one in this issue and on point two in the next.

Why do we need research? Because research enables us to check out the validity of our current practices and, in many cases, pushes us to extend our repertoire as we generate theories and models about how learning takes place. The kind of research that we have in mind is not just studies others have done and written about (though those, too, can often be of use to us), but rather the kind of activity of which **WE** are an integral part. The literature on the subject uses a variety of terms to describe these undertakings, but "action research" and

(Continued on p. 3)

(Continued from p. 2)

"teachers as researchers" are two of the most common. Participating in such studies involves looking systematically at what is happening in our classrooms. And, to my mind, that is one of the best ways of increasing our understanding of our teaching setting and, hence, our sense of **control** within it.

Amanda (A.J.) Miller, a Task Force member from Vancouver, B.C., agrees but puts it even better as she describes her reason for becoming (and encouraging others to become) a teacher-researcher.

> First, a minute of careful reflection is worth an hour of frantic reaction! Teacher research can help us focus on the one or two questions of particular relevance to our particular situations. This focus can help us be better informed decision-makers and actors rather than reactors.
>
> Second, participation in a teacher-research network can get us out of isolation. We teach our students the value of cooperation for increasing creative and critical problem-solving. We can experience it for ourselves.
>
> Third, teacher research is a way to shift the emphasis from product to process. By doing so, we will be better able to introduce our students to active, process-oriented learning as well as reap the benefits that arise from the focused pursuit of our own enquiries.

There are many ways for teachers to "do research" in schools. Most of us do it on a daily basis. To illustrate one possible approach, let us consider as an example the concern raised in my school district that ESOL students are not participating in regular classrooms as much as our mainstream colleagues would like. How do we investigate such a concern? Here are some possible steps:

1. Break down the concern (or it might be a question or a hypothesis) into a number of related questions such as: When do ESOL students participate in which activities, classes, subject, groups, etc.? What materials/ resources seem to facilitate active participation? Is learning taking place without active participation? If so, when and how?
2. Draw up a list of the kinds and amount of information that need to be gathered in order to answer the various sub-questions.
3. Read about how others have investigated this issue and talk with colleagues to get their ideas and suggestions.
4. Make a plan of how information will be gathered: under what conditions, by whom, and how the findings will be examined.
5. Find the time (maybe with help) to do both!
6. Share the tentative interpretation of findings with colleagues and listen to their reasons/objections/ suggestions.
7. Go back and look again, or in new places, for more evidence.
8. Use your final findings to confirm or improve the classroom teaching practices of those involved in the study.

If all goes well, the final outcome will be an enhanced understanding on the part of the mainstream teacher of the conditions that promote ESOL student learning and a commitment to build such conditions into daily activities. At the very least, the teacher/researcher involved will develop a more sophisticated understanding of the issue and will be able to use that understanding in her/his own programming or in subsequent talks with mainstream colleagues.

If you are still not convinced that there are some good reasons for teachers to become actively involved in research, then perhaps reading a couple of articles that explore in more detail the notion of *teacher as researcher* might do the trick. Two that I particularly enjoyed are:

1. "Teaching as Research," Eleanor Duckworth, *Harvard Education Review*, Vol. 56, No. 4, 1986.
2. "Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms," Luis C. Moll, C. Amanti, D. Neff, and Norma Gonzales. *Theory into Practice*, Vol. 21, No. 2, Spring 1992.

The Duckworth piece does not see research as some activity that teachers need to append to their already full schedule. Instead she wants teachers to practice their craft in such a way that they are always simultaneously finding out about how their students make sense of topics and issues, discovering how their students learn. When teaching is carried out like this, Duckworth insists that it is research. I think many elementary teachers do this all the time, adjusting their teaching depending on the feedback they get from individual students. I had not thought about how similar teaching and researching were as activities until I read her work in this article and in her subsequent book, *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*, N.Y., Teachers College Press, 1987.

Moll and his colleagues describe what sounds like an outstanding collaborative project between a university and the school in which teachers learn how to conduct household research and then go on to use this information to develop classroom practice. This article recognizes the skills brought to it by the researchers involved and describes vividly the skills acquired by the teachers, the understandings they gained from the process, and the changes they made to their teaching. It also pays much tribute to the teachers' contribution to the whole enterprise. But that part of the teacher/researcher link—why research needs us—will have to wait until the next issue.

I would be pleased to hear from any of you who are presently, or thinking about, understanding classroom-based enquiries. Let me know what excites and frustrates you about doing so. I will share your thoughts with others in the Task Force, if I may, to help us plan the kinds of supports which will be most helpful to you and others like you. You can reach me at North York Board of Education, 5050 Yonge St., North York, Ontario, M2N 5N8, Canada, 416-395-8141 or fax 416-395-8292. *

Message from the Chair

Wes Eby

"Designing our children's world."

The more I hear and read this phrase, the more I love it. Every year, we—those of us in elementary education—are intensely involved in *designing*, fashioning, creating, encouraging, inspiring, modeling, supporting, and shaping. This year, we—those of us in the Elementary Education Interest Section—purposely focus on *designing* as we unite our efforts with all of TESOL.

How are we *designing* our children's world through our IS (Interest Section)? Let me review several ways.

"Designing our world" is the theme for TESOL '93 in Atlanta. **Mary Lou McCloskey**, convention chair, and her volunteer team are guiding us ably and skillfully as we *design* this annual convention. I think you will be pleased with the elementary section of the program.

I'm delighted to announce the elementary Academic Session will be facilitated by **Denise McKeon**, our Immediate Past Chair. This session, "The Other Language Class down the Hall," will deal with how elementary educators in related organizations work together in *designing* language programs. Assisting **Denise**, who is representing TESOL and the National Clearinghouse for Bilingual Education, are **Donna Christian** of the National Center for Research on Cultural Diversity and Second Language Learning and the Center for Applied Linguistics (CAL), **Jamie Draper** of the American Council of Teachers of Foreign Languages, **Nancy Rhodes** of the National Network for Early Language Learning and CAL, and **Nancy Zelasko** of the National Association for Bilingual Education.

Dan Doorn, Associate Chair, has *designed* a unique book session, involving an author, teachers, and children. In addition, he has fashioned eight—four more than originally allotted—engaging discussion sessions. Please note his article on page 7.

The concurrent sessions of adjudicated papers, demonstrations, workshops, and colloquia were extremely difficult to select. What a challenge! Many excellent, worthy presentations could not be accepted due to lack of space on the program. In *designing* a balanced program, the committee strived to provide diverse topics and presenters. They accomplished this goal, I feel, in the final program *design*.

TESOL '93 will be filled with many opportunities for you to share and learn. **Sharon Fusco** is *designing* the Hospitality Area. Plan to drop by, visit with your colleagues, look at the displays, and rest a while. And be sure to pick up your copy of the Elementary IS Guidebook—*designed* specifically for you.

Mark your convention calendar to attend and participate in the Open Meeting of our IS. This important meeting is *designed* to conduct necessary, important business. We covet your involvement as we plan, discuss, network, and evaluate. Also, at the end of the conference, **Dan Doorn** will chair a meeting of our IS as we plan for TESOL '94 in Baltimore, to be led by another of our IS members, **Beth Witt**.

One vital way you can help us *design* our future is to vote for your leaders. If you are a primary member of the Elementary Education IS, you received a ballot with this newsletter. Won't you please study it and exercise your right of voting? Also note the special vote for an amendment to our Governing Rules. (An article about this proposed amendment can be found on page 8.) We will announce the election results at the Open Meeting and in the next newsletter.

We help *design* our children's world through special projects. The first one, a book entitled *Threads of Practice: Teaching English to Children Around the World*, is an anthology of 14 articles written by elementary educators. The manuscript has been accepted by TESOL for publication. Congratulations to **Denise McKeon** and **Katharine Davies Samway** who *designed* the project and edited this significant volume.

Another project, *Expectations of Excellence*, which deals with exemplary K-8 curricula, is in progress. So far, few people have responded to the call for input. The project committee—**Linda New Levine**, **Caroline Linse**, and **Mary Lou McCloskey**—strongly encourage elementary educators to submit. The deadline has been extended to April 30, 1993. (See article on page 6.)

A major venture for our IS this year is the formation of six new committees and task forces. These groups are already involved in helping us *design our children's world*. Here's how. The Art Committee, chaired by **Lory Fetzer**, is planning, in concert with the Secondary IS, the first ever art display at TESOL. (See her article on page 8.) The Sociopolitical Concerns Committee, chaired by **Sarah Hudelson**, is dealing with a TESOL survey related to AIDS education. (See Sarah's article on page 5.) The Special Projects Committee, chaired by **Mary Jane Nations**, has drafted guidelines for our IS as we deal with future projects. The Research Task Force, chaired by **Jean Handscombe**, has begun their work to explore the role of research in elementary education (See Jean's article on page 2 and a related article by Liz England on page 1.) The Membership Task Force, chaired by **Nancy Cloud**, is conducting a survey of the U.S.A. affiliates to determine involvement of elementary teachers. The Internationalism Concerns Committee, chaired by **Carole Urzúa**, has begun

(Continued on p. 5)

> This year, we focus on *designing* as we unite our efforts with all of TESOL

Message... (Continued from p. 4)

exploration of connection with international schools with varying numbers of ESOL students.

Although the report is brief, you can see the new commitees and task forces are endeavoring to fulfill their responsibilities as *designers*. I am most grateful to my colleagues who have agreed to chair these groups, providing invaluable leadership.

An ongoing, essential part of our *design* in this newsletter. It serves as the primary means to keep all of us in touch year after year. I want to thank **Jim Rupp**, editor, personally and for the entire IS membership for his capable work. He sincerely solicits your contributions.

I greatly appreciate the work of the Steering Board and each of you who has helped me in my job as chair. **Denise McKeon** and **Dan Doorn** deserve special kudos for their advice, wisdom, and availability, along with their unique gifts as *designers*.

Plan to join us in Atlanta this April. Help us *design our children's world*. Participate with the people who, I believe, are the most dynamic and creative *designers* in TESOL—elementary educators. ✱

TESOL Resolution to Promote AIDS Education Through Content-Based ESOL Instruction

Whereas the number of AIDS cases is rapidly increasing worldwide, and

Whereas the public health education effort has been unable to control the rate of increase in AIDS throughout the world, and

Whereas language minority people in all risk categories in countries where English is the dominant language are less well-informed about, and therefore more vulnerable to, AIDS, because of their linguistic and economic remove from mainstream AIDS education programs, and

Whereas education is presently the only defense against HIV infection, and

Whereas integration of AIDS education into the ESOL curriculum can enhance our students' language learning experience by providing them content-rich language instruction essential to the preservation of their health and the health of their communities, and

Whereas TESOL has formed, within its Sociopolitical Concerns Committee, a subcommittee on AIDS Education, whose work includes identifying, producing, and disseminating effective AIDS education materials and strategies, and working with the TESOL membership and with other professional organizations and agencies to further AIDS prevention education among ESOL students and their communities;

Be it resolved by the Legislative Assembly of TESOL that

1) TESOL promote AIDS prevention instruction aimed at ESOL students, their parents, and other adolescents and adults, particularly in communities with high concentrations of people with AIDS;

2) TESOL promote the integration of this instruction into the ESOL curriculum; and

3) TESOL collaborate with other organizations and agencies to advance these goals.

Adopted March 5, 1992

AIDS Education and the Sociopolitical Concerns Committee

by Sarah Hudelson, Committee Chair

In this edition of the newsletter, you will read the resolution concerning AIDS education passed at the TESOL Legislative Assembly in Vancouver, British Columbia, in March 1992. The TESOL Executive Board has also appointed an AIDS Education Task Force, chaired by Elizabeth (Liz) England. The Task Force has been charged with making recommendations for action based on the resolution and for working with and supporting the TESOL Sociopolitical Concerns Subcommittee on AIDS Education.

The Sociopolitical Concerns Committee of our interest section has been asked to work with the TESOL Task Force to propose ways that ESOL educators may be involved in AIDS education and to identify curriculum materials and programs that may be used in this effort. We need the involvement by IS members in this effort.

Do you know of any materials that would be appropriate to use with elementary school children? Are you involved in any AIDS education efforts right now? Would you be interested in working with the AIDS Task Force or with the IS Sociopolitical Concerns Committee on an AIDS Education Committee?

If so, please contact: Sarah Hudelson, 15020 S. 39th Place, Phoenix, AZ 85044 (602-759-5064, home, or 602-965-8214, office). ✱

Editor's note: For your information and convention planning, one of our discussion sessions at TESOL '93, led by Nancy Cloud, will be "Caring about AIDS education: Ways to include children." Please plan to attend.

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Expectations of Excellence

Has your school district developed an ESL curriculum for K-8 students that is working well for you and the students? Would you consider sharing what you have developed with other school practitioners?

Expectations of Excellence: Exemplary K-8 ESOL Curricula is the title of a proposed TESOL-funded selection of K-8 curricula from public and private schools throughout the world. The aim is to present a broad spectrum of outstanding curricula. Such a collection will be useful to schools without any curricular guidelines. The sample curricula will provide these teachers with models of curricula from which to begin developing appropriate classroom curricula for their specific school populations.

Submissions require no more than five pages of the sample curriculum and an abstract of the student population. For complete guidelines and criteria for selection, please send a stamped, self-addressed envelope to:

Linda New Levine
57 Sunnyridge
Lake Katonah, NY 10536

The deadline for receipt of materials is April 30, 1993.

A Letter from Mary Ashworth

Dear Editor,

In 1988 I published my report on the policies, programs, and practices in ESL for children from kindergarten to grade 12 in the 10 provinces of Canada. (*Blessed with Bilingual Brains: Education of Immigrant Children with English as a Second Language*. Vancouver: Pacific Education Press, 1988)

Now, in the peace of my retirement, I would like to compare the results of my study with ESL policies, programs, and practices in schools in the U.S.A. Your readers can help me in three ways:

1) By sending me state or school district policy statements and/or reports that deal with ESL programs and practices, K-12. I am also interested in programs that take in children below kindergarten, that is, 3 and 4 year olds.
2) By sending me names and addresses of people at the state or district level who are leaders in the field and might have additional information.
3) By sending me bibliographies that impinge on the topic.

My address is:
R.R.4, Langs Rd., C11
Ganges, B.C.
V0S 1B0, Canada

Thanks for your help.

Sincerely,
Mary Ashworth
Professor Emerita
University of British Columbia

Notes from the Editor

by Jim Rupp

At the NCTE meeting in Louisville, Ky., I was pleased to hear a presenter, a teacher-educator for secondary English majors, state that she always checks out the presentations from the elementary section first because they seem to be leading the way in classroom innovation and research. I have always felt this way too, and have been proud of the impact our IS has had. The lead article in this issue by Elizabeth England focuses on research and how teachers and researchers need to work together to help our students even more. This article is followed by the first part of a report from Jean Handscombe, the chair of our IS Research Task Force.

This issue also focuses on the TESOL '93 meeting in Atlanta, April 12-18. Once again, our IS leaders, Wes Eby and Dan Doorn, have worked diligently to put together a great program. The fact that so many IS members respond with program proposals helps them immensely. We look forward to another great convention.

There is also important IS business discussed in this issue, including the proposed change in our *Governing Rules* and the election of new leaders. Please participate in this important process. There is also a report from Sarah Hudelson, chair of the Sociopolitical Committee, about the TESOL Resolution on AIDS.

Our next issue should be in your mailboxes by mid-summer. The theme for the next issue is "assessment." We need input from you concerning this topic. Portfolios seem to be very popular now. Are you using them with your students? Has your school district decided to adopt them as an assessment tool? Have they become too standardized? How do we act as advocates for our students within the whole school environment? These are only a few of the questions you could address and share with us. In addition to your writing, we need work done by your students. Send us their poetry, stories, or art work. The deadline for getting materials to me is June 15th. I am looking forward to having too much material.

In addition to this newsletter, members from our IS need to be represented in other TESOL publications, including *TESOL Matters* and the *TESOL Journal*. One of my jobs is to act as a "funnel" and help our members publish their materials in other publications. I am more than happy to help anyone who wants to publish, as are other members of the Newsletter Editorial Board. Don't hesitate to contact us. You have much to contribute and we will help you in any way we can. ✱

Design for Conversation and Celebration:

Dan Doorn, Associate Chair

Special Sessions Set for TESOL '93

The *ESOL in Elementary Education Interest Section* will sponsor a set of eight lively Discussion Sessions and one interactive Book Session at the TESOL '93 Conference in Atlanta. As you preview the descriptions below, notice especially the volunteers helping to facilitate the meetings. Give them an extra word of appreciation when you greet them in Atlanta. In addition, offer your feedback and suggestions to members of the IS Steering Board whenever and however you meet at the conference. Your professional needs do help guide our planning for future conference and newsletter issues.

The Discussion Sessions

We hope you will consider attending one or more of the sessions listed below. Each gives you an opportunity to meet informally with fellow teachers and take an active role in discussing an issue of personal importance. The daily time slots for individual sessions, scheduled across the conference week, will be early mornings or late evenings. It may take extra effort to get to the sessions at these odd hours, but we hope you will find it worthwhile to raise good questions, share personal experience insights, and consider new plans of action for your teaching with second-language learners.

Session Titles and Leaders

Affirming language-cultural diversity: Needs beyond foods, fashions, and festivals, Wendy McDonnel and Carol Beck

Exploring content-area interests: Rich resources for language development, Randi Gilbert and Rebecca Dobbins

Caring about AIDS Education: Ways to include ESL children, Nancy Cloud

Sustaining teacher-action research: Questions worth asking and pursuing, Jean Handscombe and Margo Gottlieb

Supporting beginning readers: Social and developmental needs, Lory Fetzer and Lois Jernigan

Exploring the worlds of literature: Life experiences worth sharing, Ann Estrada

ESOL and regular classroom teachers: Collaboration worth building, Jim Rupp and Elizabeth Thompson

Assessing children's language growth: Informal approaches with real insights, Esther Retish and Dan Doorn

The Book Session

We have planned for a combination of response voices at the Book Session, all helping us celebrate the value of literature and literacy in our lives. In a three-part program, an author, a group of teachers, and a group of area school children will invite us to join them in responding to multicultural literature.

Our featured author, Joyce Durnham Barrett, will open the session by unfolding her story of creating her book, *Willie's Not the Hugging Kind*, a publication from Harper-Collins Children's Books. Ms. Barrett, a full-time teacher with Lamar County Schools in Georgia, will share insights learned from her classroom experiences about the important ways teachers and children show caring for others.

The second part of the session, "Teachers sharing discoveries of multicultural literature," will be coordinated by Esther Retish, Iowa City Schools, Iowa. The audience will form small groups in which assigned teachers will highlight new multicultural literature books they have recently discovered. Group members will also have a chance to share their latest "finds" of good multicultural books and the ways their children have responded to them. As an added bonus, handout copies of current catalogues on multicultural literature, compliments of several publishing houses, will be available at the sessions. You are encouraged to bring your favorites to Atlanta with you and share with your colleagues.

The closing segment of the session will feature area school children sharing their responses to literature. According to their teachers, we should expect a variety of presentation modes from the children: picture talk, readers' theater, choral readings, role playing, poems, songs, art, personal writings, and... (It will be their call.) The coordinator for the children's segments will be Pat Allison, Gwinnett County Schools, Georgia. *

TESOL'S FIRST ANNUAL ART DISPLAY

by Lory Fetzer

The Elementary Education and Secondary School Interest Sections are jointly sponsoring a display of student art work at TESOL '93 in Atlanta, Ga. In keeping with the theme of the convention, "Designing Our World," our theme is "Designs from Our World." We hope to have many entries, reflecting the work of students of all ages from many different cultures. *All* students who submit entries will receive a certificate in recognition of their participation in this display.

If you or any of your colleagues are interested in submitting art work for the display, we will be extremely pleased to include it. We are asking for two-dimensional projects, suitable for mailing in the standard size of 9 by 12 inches, *unmounted*. The committee will be mounting the display. Suggested media include crayon, pencil, pen and ink, paper and paint.

After the convention in Atlanta, the collected display will be available for loan, for further display at TESOL headquarters, or at affiliate conventions until our 1994 convention in Baltimore. Please contact Lory Fetzer at (214) 436-4272 or (214) 689-1556. We hope to receive a good response and perhaps start a new TESOL tradition.

OFFICIAL ENTRY RULES

1. TO ENTER: On a 3" X 5" card print your student's name, age, art medium used, school, address, and country. Clip (do not pin or staple) this to your entry and mail it to **Lory Fetzer, Gabe Allen Elementary School, 5220 Nomas St., Dallas, TX, 75212, USA by March 19, 1993.**

Student _____ Age _____

Medium _____ School _____

Address _____

_____

2. ELIGIBILITY: Entrants must be enrolled in an ESOL program and be between 4 and 18 years of ages. Suggested limit of five entries from any one school.

3. Entries should be two-dimensional original art projects of paper, paint, or pencil, and suitable for mailing. The art work should reflect the designs of the home culture. Standard size is to be 9" by 12". Entries will be mounted by the committee.

4. Entries will become the property of TESOL for one year, and will be displayed at TESOL '93 in Atlanta, Ga. After the convention the art work will be available for display at TESOL headquarters or at affiliate meetings. After one year, entries may be picked up by a school representative at TESOL '94 in Baltimore, Md.

5. All entrants will receive a certificate of participation after TESOL '93. ✻

Proposed Amendment to Governing Rules

by Wes Eby

The Officers of the Elementary Education Interest Section are proposing the following amendment to the Governing Rules. The proposed changes are indicated by underlining for additions and parentheses for deletions.

Article VII. A. Nominating Committee

1. The Nominating Committee will consist of five members: one of them will be the Immediate Past Chair of ESOL/ELEM, <u>two will be the senior Members at Large of the Steering Board,</u> and (four) <u>two</u> will be elected in the annual election.

Article IX. A. The Nominating Committee will:

4. Nominate candidates for (the four) <u>two</u> positions on the following year's Nominating Committee.

The rationale for these proposed changes is twofold: (1) providing a key responsibility in our Interest Section (IS) for the two senior Members at Large on the Steering Board, and (2) helping reduce concerns regarding the nominating process.

For the past decade, ever since the *Governing Rules* were adopted, the Nominating Committee has been used to involve new people in the leadership of our IS. This is an excellent strategy, and to some degree, has been successful. Yet, in some years, the Nominating Committee has been composed of all new people, creating a dilemma for the committee chair. Newcomers are still learning about the IS—how it operates and who the key people are. The chairs have often expressed the need for more experienced committee members.

The proposed amendment addresses this ongoing concern. If we approve nominating-committee duties for the two senior Members at Large on the Steering Board, we will have on this committee two people with IS experience. If we also elect two Nominating Committee members, we will involve new people in this important process. The Officers feel the proposed plan will provide a needed balance on this committee.

If you are a primary member of our IS, you have the opportunity to vote on this issue on the enclosed ballot. I trust you will study this matter and cast your vote. Should the amendment fail to carry, we will elect two more members to the Nominating Committee at the IS Open Meeting at TESOL '93. If you have any questions, please call me at 816-333-7000, ext. 2533 (office) or 913-381-7955 (home). Or you can call Denise McKeon at 202-467-0867. ✻

Whole Language in an ESL Program

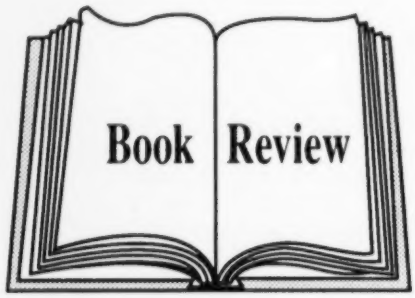
by Lory Doolittle

Whole language works for me in a variety of ways. From day one, all first through fifth grade students receive a journal. In the beginning, students copy the writing from the chalkboard. But as their language proficiency skills improve, they are encouraged to begin to compose their own entries. While I am pretty strict about homework on a daily basis, I don't give it during school vacations. However, I make journals from construction and writing paper, and the students head off for their holidays with a five- or ten-page blank book titled "My Vacation Journal" by_____. The students are encouraged to write the best they can, draw pictures of their activities, and/or put in small holiday souvenirs like post cards or stickers. In the fall, the journals come back rather sparsely done. But by Christmas and spring vacations, many students fill more than one page a day. In the spirit of process writing, I don't correct their journals, but use them as benchmarks, as springboards for mini-lessons, and as story starters. I always write back and comment on their activities. By the end of the school year, the students have a nice collection of journals that act as profiles of their progress and souvenirs of their holidays.

Cynthia Rylant's lovely story *When I Was Young in the Mountains* is particularly appropriate for mid-level language proficient students in upper grades. After reading the story several times and discussing how the author repeats the title throughout the story and uses vivid examples from her childhood, I ask the students to think about when they were young in their countries. Students' writings have ranged from playful to poignant and are usually satisfying to both the reader and the writer. "When I Was Young in My Country" writings make good multicultural displays, especially when illustrated.

Our school is particularly fortunate to have a publishing center run by volunteer parents. Having a center that produces fine quality books from children's writings motivated me to help the students produce quality work for publication. When the students have gone over their products sufficient number of times to satisfy themselves and their classroom teacher and me, I mark it with a special stamp, indicating the book is a product of "ESL Publishing" and our school. Some students choose to write bilingual books with English on one page and their native language on the other. With all books the students have the option of keeping them, giving them to the ESL classroom library, or donating them to the school library where they are catalogued and circulated.

An activity that has become very popular at our school is bilingual readings. I began these readings a few years ago because I found a marvelous bilingual book, *The Park Bench* by Fumiko Takeshita, and asked a Japanese student to read the Japanese while I read the English pages. I learned that the word "bench" in Japanese is the same as the word in English, and the children listening had fun anticipating the word. Our librarian had several bilingual books in other languages. So I decided to organize some readings of these books and let the ESL students choose American friends to be their partners. We have a practice session before the students read in front of their mainstream classes so that the students get used to each other's reading pace. These readings generate a lot of discussion about reading different kinds of scripts, pronunciation, and word origins. Two other books that worked out well with Japanese students are the chapter in Arnold Lobel's *Fog and Toad* called "The Letter" and *Swimmy* by Leo Lionni. These two selections are in the second grade Japanese school reader. P.D. Eastman's *Are you My Mother?* is easily obtained in Spanish/English versions. Many other similar books are available for our students to read and enjoy. ✻



by Regina Haupin

TLC, Teaching Language Literature and Culture, a Multicultural Early Childhood Program. Mary Lou McCloskey, Susan Hooper, and Caroline Linse. Addison-Wesley, 1991.

Addison-Wesley has developed an excellent early childhood program for teaching language, literature, and culture to children (TLC Program), which I have been using in my classroom for two years. TLC is a whole-language, multicultural program divided into thematic units. Each unit contains well-organized teaching plan cards that outline the objective as well as key language. The thematically-related activities on each card use fingerplays, songs, and rhymes to introduce the lessons. The students then explore using literature, big books, song posters, and folktales through a wide variety of activities. The newly acquired language structures are then used to integrate art, social studies, science, math, and critical thinking.

Especially helpful are the preview cards that provide an overview of the unit. Featured are learning centers in all subject areas, home- and school-connection ideas to involve families, and a related multicultural booklist for each unit including wordless and read-along books.

The children enjoy learning using these activities and are well-equipped to enter first grade. ✻

Regina Haupin teaches ESL in grades K-6 at the Brighton Avenue School in Atlantic City, New Jersey.

Coordinated by Beth Witt

"Find the ..." Books

Esther Retish

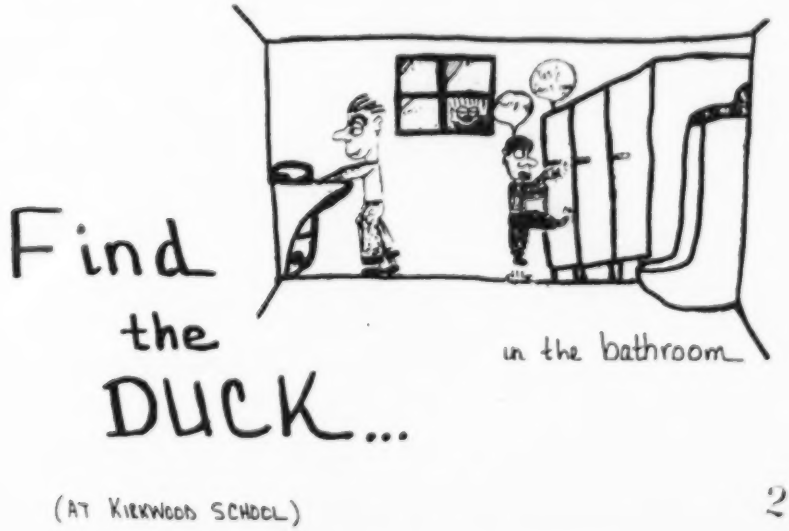
At the beginning of the year when the students speak little English, I often use a book called *First Thousand Words* by Heather Amery and Stephen Cartwright, published by Sunflower Books. (Any "find the ..." book could be used, such as Waldo or Sarah.) The students learn about this book and its categories by finding the duck hidden on every two-page spread. When the students find the duck, I ask if the duck is on the right or left page, at the top, middle, or bottom of the page. We then talk about the pictures. Later this book is used as a reference when the students want the English word for something they describe.

This year the students were upset when they finished the book, so they wrote their own "Find the Duck at Kirkwood School" book. Each student chose a place at school and drew a picture of that place and hid a duck in the picture. This book was bound and a page added at the end for comments. Each day different students took the book home as well as sharing it in their classrooms. Both the parents and classmates wrote on the comment page.

This is an easy way to review school vocabulary, note perceptions of the school, and build class unity and pride. It also shows parents and classmates what the students can do and gives parents and friends information about the school and topics to discuss with the students.

The learners received such positive feedback that they started another book the following week. ✻

Esther Retish, an active member of our interest section, teaches ESL at a junior high and elementary school in Iowa City, Iowa



Productive Thinking

Judy Johnson

SOME GUIDELINES FOR PRODUCTIVE THINKING:

- Think of *many* ideas.
- Think of a *variety* of ideas.
- Think of *unusual* ideas.
- *Add* to your ideas to make them better.

SOME CATEGORIES OF PRODUCTIVE THINKING ACTIVITIES:

Transformations:

"This used to be a ___, but now it's a ____." Use holiday symbols, feathers and other natural materials, numerals, letters, shapes, etc. (This activity is best done as art work with a caption in relation to a unit of class work.)

Unusual Discoveries:

1. What are the many, varied, unusual things that the Teeny Tiny Woman could have found in the forest?
2. When Mother Hubbard went to the cupboard, what are the many, varied, unusual things she could have found?
3. What are the many, varied, unusual things the Billy Goats Gruff could have seen on the other side of the bridge?

Functions (Use of Items):

Pass around an unusual item (old, obscure kitchen utensils are especially good) and discuss what they might be used for.

Improvement of Existing Designs:

Discover ways to improve the design, materials, or use of common items, such as a better mouse trap.

Strategies for Problem-solving:

How to catch an alligator. How to scare a lion. How to become a millionaire.

Gifts:

What gifts would you give a queen, president, visitor from another planet, etc.?

(Continued on page 11)

SOME PRODUCTIVE THINKING IDEAS THROUGHOUT THE YEAR: (Cntinued from p.10)

These activities can be verbal, written, individual, group, pair, illustrated, three-dimensional, complete sentence, fragment, poetry, daily, weekly, paragraph, simple, complex, basic, advanced, brainstormed, webbed, scribbled, large, small, or enormous.

September

This used to be leaf, now it is a _____.
A leaf is as green as _____. If I were a pencil, I'd _____.
One safety rule I'll always remember is _____.
At school I like _____. I don't like_____.
Books are magical because _____.
If I were the principal, I'd _____.
A fish doesn't have fingers because _____.
One thing that makes me smile is _____.

October

This used to be a bat, now it is a _____.
A bat is as black as _____.
In my trick or treat bag, I will see _____.
25 ways to use a jack-o'-lantern after Halloween.
A monster is as ____ as a _____.
Something I do well is _____.
I feel sad when _____.
If I were one inch tall, I'd _____.
Pattern Book: Witches flying one by one,
Some had a bad time, some had fun.
Witches flying two by two . . .

November

This used to be a feather, now it is a ____.
This used to be an acorn, now it is a ____.
An acorn is as brown as _____.
If I were a giant, I'd _____.
One day all of the colors in the world disappeared and _____.
If I were words on a T-shirt, I'd say _____.
Pattern Book: Turkeys gobbling, one by one.
Some were afraid of an arrow,
Some were afraid of a gun.

December

This used to be a piece of tinsel, now it is a _____.
One gift I would like to give Santa is _____.
One thing I'll do when I'm grown is _____.
If I had a tail, I'd _____.
If I were a shoe, I'd _____.

January

This used to be a cotton ball, now it is a _____.
Snow makes me think of _____.
A tooth is as white as _____.
Tooth fairies take teeth because _____.
Mittens are like _____ because they _____.
When I have a cold, I _____.
I'd like to invent a _____.
Pattern Book: Goodbye to ____.
Hello to _____.

February

This used to be a heart, now it is a _____.
A heart is as red as _____.
In my heart there is a special place for _____.
If I put words on Valentine candy, I would put _____
I know I'm getting more grown up because _____.
Pattern Book: Love is _____

March

This used to be a bandage, now it is a _____.
This used to be a gum wrapper, now it is a _____.
The sky is as blue as _____.
It's the first day of spring and that means _____.
When I was little, I _____.
One thing that makes me mad is _____.
Pattern Book: When the wind blows, _____.

April

This used to be a thumbprint, now it is a _____.
A soda is as purple as _____.
Some things that make me happy are _____.
I am special because _____.
Ten ways to use an Easter basket after Easter is over.
Pattern Book: I used to be _____, but now I'm _____.

May

This used to be a paper clip, now it is a _____.
Mom is special because _____.
I wish my mother would _____.
One thing I've learned is _____.
My mama always says _____.
Don't ever tell your mother _____.
Because I'm a bumper sticker, I will say _____
Pattern Book: One thing I'll always remember
about (classmate) is _____. ✻

Judy Johnson teaches at Ganado Primary School, Ganado, Arizona.

The "Tips from the Trenches" column is meaningful and useful only as long as its material is fresh, classroom-tested, purposeful, and practical. The best source for such material is the readership of this newsletter. Every one of us is extremely busy, with dozens of projects that require our attention at any given moment. But the idea or tip you share could be a real time-saver or eye-opener for another over-committed, under-funded teacher. Please be generous and share ideas that have worked for you!

Legibility (hand-written in crayon on brown paper sack is fine) is the only requirement for submission of ideas. Please include a return address and a phone number, if possible, in case some dialogue is necessary. Send your contribution to Beth Witt, Box 1938, Chinle, AZ 86503.

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Sharing Our Children's Stories
TESOL '94

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In This Issue

Gathering Stories to Share
Dan Doom 2

From the Editor
Jim Rupp 3

Our First Special Project is Ready 3

The Search for Researchers Continues
Jean Handscombe 4-5

Scott Enright Receives IS Service Award
Fred Genesee 6

Call for Nominations
Wes Eby 7

Student Involvement in the Evaluation Process
Mary Schafer 8

Student Writings 9

Sharing Our Successes
Lory Doolittle 10

A Trip Back in Time
Jim Rupp 11

Portfolio Assessment in ESOL

by Mary B. Schafer

A portfolio is a collection of student work that tells the viewer about the student. It is important that the student be a participant in the selection of his/her work. In looking over an ESOL portfolio, a student, a parent, or a teacher will not only see the student in light of her/his language development, but also in terms of his/her cultural background, personality, special abilities, and talents (or, perhaps, limitations).

An ESOL profile is valuable to a student. It helps a student see all the positive growth that is taking place during the learning process, thus enhancing her/his self-esteem and nurturing further growth.

An ESOL portfolio is valuable to a parent. It provides a portrait of the student's learning and helps the parent to better understand his/her child. It gives the parent cause for pride in the abilities, interests, and development of her/his child.

An ESOL portfolio is extremely valuable to teachers, both ESL and content-area teachers. It not only traces the language growth of the student so that the teacher knows where to pick up in terms of continuing instruction, but it can also reveal much about the student as a person, thus helping teachers to know their students early in the school year.

The following is a list of some items that might possibly be included in an ESOL portfolio to indicate language development from levels 1 through 4:

1. the student's dialogue journal(s)
2. a book report from each level
3. a sample of writing utilizing the writing process as per the curriculum
4. a checklist of the skills from the curriculum that have been mastered
5. a picture of the student participating in a role-playing situation with a brief statement describing his/her feelings about such an event
6. a picture of the student, such as with a science project or musical instrument with a caption written by the student
7. the last test or instrument used indicating an IRI level
8. samples of writing from different levels of the curriculum
9. samples of letter-writing skills
10. samples of test-taking skills as per the curriculum.

Again, the portfolio is not a composite or folder of all the student's work while in a particular ESL class, but a collection of pieces selected by the student under the teacher's guidance, which describe the student in the most positive light. For a recently arrived eighth-grade student, a portfolio would be a definite asset in getting into a magnet school for which the learner might not otherwise qualify. For the student who has a language and/or learning disability, a portfolio can be an important document in the pre-referral process that will ultimately help the student receive the extra services needed. In summary, portfolio assessment enriches the learning process while it demonstrates the progress our students have made. ■

Mary Schafer works at the Southwark School in Philadelphia, Penn.

Message from the Chair—Dan Doorn

'Gathering Stories to Share'

When I was an early elementary school child, I loved sneaking a feel of my grandfather's chair, a special seat of honor in my grandparents' living room. I remember approaching his chair slowly, usually when no one was around, and then easing down carefully, quietly, into the soft, floral cushion seat. It was not a chair to jump into; it deserved respect. While I never stayed more than a few minutes, I enjoyed feeling a sense of mystique, imagining myself telling great stories the way my grandfather did, full of surprising adventures and amazing facts.

As I think back on the meaning of that well-worn chair and all the others in my grandparents' home—each with a different memory for the living room, dining room, kitchen, and basement—I realize that all were active-working sites where we gathered around to craft meaning out of our family's experiences. Chairs were invitations to work out and share our words of storytelling. At times we honored our immigrant history and travel. At other times we focused on our hopes and dreams or our cultural eccentricities. But most often we delighted in teasing stories out of simple daily routines and exploits.

Now I have the honor of easing into another type of working chair, the one in which Wes Eby served so well while leading our Elementary Education IS this past year. I certainly appreciated learning from Wes and will continue to value his help in editing my story-work out of the chair. As the year moves on, opening new opportunities for more of us to interact with each other in our IS, I know we will find ways for building, sharing, and editing a rich variety of stories together. And, hopefully, we will enjoy working out meanings from the vantage of ever-changing chairs. As we slip in and out of different seats in the working rooms of our teaching world, where we can delight in the accomplishments among our family of teacher-colleagues and student-learners, we may feel like responding: *Ah, what memories I'll hold for all these chairs!*

If you took notes back home from TESOL '93 in Atlanta, as I did, you may have one that reads: "Keep the enthusiasm going for networking all through the year!" And somewhere you may have put away an odd assortment of papers, even napkins, with the names of new-found friends. If so, then you may want to dig out a phone number or an address of someone on your list and try to get in touch, at least once. It may lead to setting a regular conferencing time by mail or phone. It may also lead to planning a proposal for presenting together at an area or regional conference, or at TESOL '95 in Long Beach. Most likely, you will come to appreciate hearing another teacher's voice of encouragement for sustaining the types of learning experience your students really need.

Another way we can sustain network contact is through one of the eight important committees and task forces now serving our IS. You may consider getting in touch with one of the six groups formed last year through the initiative of Wes Eby: the Art Committee, chaired Lory Fetzer; the Internationalism Concerns Committee, chaired by Carole Urzúa; the Membership Committee Task Force, chaired by Nancy Cloud; the Research Task Force, chaired by Jean Handscombe; the Sociopolitical Concerns Committee, chaired by Sarah Hudelson; and the Special Projects Committee, chaired by Mary Jane Nations.

You may also consider contacting one of the two new service groups formed during the Atlanta conference. The Special Education Task Force, co-chaired by Leslie Kirshner-Morris and Mary Schafer, will work on advocacy for bilingual children with special needs. The Literacy Task Force, co-chaired by Irene Serna and Esther Retish, will explore ways to support and promote the writings of bilingual children. All eight groups have exciting visions for serving our IS this year and each would welcome your story contributions about learning with elementary children.

I realize I am not reporting a full account yet of all the endeavors of our IS. And I am not recognizing all the individuals who are contributing so much to the success of different projects for our IS. In future issues of our newsletter, you will hear more of the details of their work.

At this time I hope you feel encouraged to be storytellers and story-listeners, and to catch the spirit of next year's theme, "Sharing our Stories," set by Beth Witt, convention chair for TESOL '94 in Baltimore. Our IS invites you to work with our version of the theme, "Sharing our Children's Stories," by exploring the collection process in many ways. Consider building on or adding to these possibilities: Interview student storytellers, welcome family storytellers into the classroom, plan a storytelling festival, use a story-workshop approach for content-area studies, invite students to keep story narratives of their own learning growth, or exchange reflection journals with another teacher on your stories of shared professional development.

During the coming year, Nancy Cloud, our new associate chair, Jim Rupp, our newsletter editor, as well as members of the Hospitality Area Committee and Steering Board will join me in planning ways to share your story-collection process with others. We hope to make room at the conference for displays and set aside time for special sharing groups. We also hope to collect the story products of your work on tapes and in print.

As we venture out this year to gather stories worth sharing, let's be encouraged by the promise that author Gail Haley notes in her book, *A Story, A Story*, (Aladdin Books, 1970). Haley ends her retelling of an African tale about Ananse, the spider, by reminding the reader-listener that all stories should keep on going from one teller to another. She notes: A storyteller gives a request to the listener "to take some elsewhere and let some come back to me." I know we can look forward to realizing such vibrancy from the story-sharing process in our IS this year. And when some part of our work goes and returns to us, it will carry new personal meanings from the lives of other teachers and children. ■

From the Editor—Jim Rupp

The theme for this issue is ASSESSMENT and our lead article, "Portfolio Assessment in ESOL," is by Mary B. Schafer. She and Leslie Kirshner-Morris are co-chairs of the Special Education Task Force, which was formed at Atlanta. They are very concerned about ESL students with special needs and would like to hear from those of you who are also interested in this important area.

The "Tips from the Trenches" column has undergone some changes. It has a new editor, Lory Doolittle. At her suggestion, we are changing the title of the column: "Sharing Our Successes." This is an important column and one of the most popular in our newsletter. Lory needs you to send her your stories of successful classroom ideas. Her address is included at the end of the column.

Jean Handscombe contributes the second part of her article on research in which she shares stories of how ESOL teachers in the classroom can make an important contribution to research. Dan Doorn shares his story as our new IS chair in his column.

I apologize for getting this issue out late. May 15th was probably an unrealistic deadline since the Atlanta meeting was late and many of you were trying to meet the same deadline to submit your abstracts for the Baltimore meeting. Then I went on a vacation/business trip to Vietnam (more about that elsewhere in this newsletter), which moved things back a bit more. Hopefully, this newsletter will reach you soon after the new school year begins (for those of you following the traditional school-year calendar).

The deadline for submissions for the next issue is October 15, 1993. The theme will be "ESL Children in Mainstream Classrooms." Possible questions for discussion include the following: How do we as ESL professionals work with the mainstream classroom teachers who usually bear the greater responsibility for the ESL students? What approaches are used in schools—pull-out, team teaching, etc.? It would be nice to hear from several classroom teachers. If you are hesitant about writing alone, this is an opportunity for you to co-author with one of your colleagues and tell us what you are doing.

The themes and deadlines for the next three issues are:

Winter 1994, Oct. 15, 1993:
ESL Children in Regular classes
Summer 1994, May 15, 1994:
ESL and Special Education
Winter 1995, Oct. 15, 1994:
Multicultural Literature

Don't forget that there are other opportunities available for you to share your stories. We always need submissions for *TESOL Matters* and the *TESOL Journal*. I feel it's imperative that we are represented in these publications. If you have an idea or have written something and want some help with it, send it to me and I will find someone in our IS to help you. ■

Our First Special Project Is Ready

The very first EEIS special project is off-the-press! ***Common Threads of Practice: Teaching English to Children Around the World***, edited by Katharine Davies Samway and Denise McKeon, tells the stories of several elementary teachers involved in ESOL instruction in diverse settings throughout the world. This unique volume, designed for and written by us—elementary educators—is a must for every elementary ESOL teacher's professional library.

The book is available for purchase through the TESOL office: 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. Phone: 703/836-0774. (The price was not available at the time this newsletter was printed.)

We offer Katharine and Denise our heartiest congratulations for this successful venture and for their vital contribution to elementary educators everywhere!

ELEMENTARY EDUCATION NEWSLETTER

Summer 1993, Vol. 16, No. 1

Jim Rupp, *Editor*
Wes Eby, *Editorial Advisor*
Terry O'Donnell, *TESOL Advisor*
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The Search for Researchers Continues...

Jean Handscombe

In the last issue of this newsletter, I put forward some of the arguments why we ESOL teachers might consider doing research in our own schools or districts as an ongoing part of our professional lives. On that occasion, I was especially interested in making the point that teachers, not just researchers, can gain from investigating teaching settings. Doing so can help improve our understanding of what goes on in the teaching/learning process and offer evidence to confirm our present practice or to suggest we think again. But the fact that teachers may benefit from such systematic investigation is only part of the picture. Yes, "we need research" but, perhaps even more importantly, "research needs us"!

Why SO?

By far the majority of the formal research into issues of relevance to ESOL teachers is initiated and carried out by university faculty or research-centre personnel. For the former, research—and resulting publications—are expected activities; for the latter, research is their *raison d'etre*. Within the teaching community, on the other hand, direct service to students is the primary focus, while related activities, such as keeping up with the literature in our field, are usually done *after hours*. Most of the writing we do probably would not get done if it were not for the pressure of university course work. There is rarely the time to devote to the careful, detailed work that goes into the production of, say, an article for the *TESOL Quarterly*. So we tend to leave that job to those who are paid, or otherwise rewarded by the academic community, to provide the information that we then consume in a variety of ways—in the in-service we attend, the texts that we use, the policies that we work under, the assessment schemes that evaluate our students' (and our) success or failure to achieve set goals. Even if we are unaware of the fact, the work of researchers in our field does impact on us in some way, everyday. We have a big stake, therefore, in ensuring that that work is done well.

What makes for quality classroom research?

Studies that are designed to provide insight into how ESOL children can best learn within school settings often conclude with advice as to how teacher and/or students should act to ensure effective learning. An indicator of quality in such studies is that the research design accommodates the realities of the kind of school environment at which the advice is aimed. Before heeding any suggestions about how we should change our teaching, group our students, talk to their parents, or any one of a hundred other topics, we need to be assured that the researcher's primary focus of investigation—and clearly one cannot investigate everything at the one time—reflects a work environment that we recognize. Let me give you just one example. Time is a crucial aspect of our teaching. The days, the weeks, and the months of a school year have a rhythm of their own. There are times for work and times for play; times for introducing new ideas and new language; times for consolidating and using knowledge and skills already introduced; times for focusing on a group experience and times for one-on-one interaction between student and teacher or student and student. It is the cumulative effect of what is learned over all these—and many more—times that tells us whether we have been successful in helping our students acquire English, adjust to school, and learn new concepts. Research that focuses narrowly on one kind of time and looks for measurable changes only on the couple of mornings that the researcher has set aside to conduct the study is unlikely to produce findings of much use to us. If we want the kind of research that treats us and our students as more than subjects, we need to find researchers who understand such realities. If they do not, we either have to fill them in or decline their request for access.

Fortunately, some researchers not only understand but find those realities intriguing and an essential part of discovering how indeed school learning takes place. They have decided to leave to researchers with other interests the clinical approach to examining language and concept learning in which our children are tested on questions designed to elicit certain behavior, usually in the nurse's office. Instead they favour more natural investigations that are seamlessly integrated into the children's regular schedule. For example, videotaping real classroom action and reviewing the tapes with the teachers concerned has proved to be a rich source of information about how and why teachers make the thousands of decisions they are faced with each day. One way in integrating such otherwise rather intrusive taping into the regular classroom is to seek out a teacher who thinks it is important for students, too, to review some of what happens in their class videos. Alternatively—and I have tried this with some success myself—the students can become the camera crew, their task to capture typical classroom scenes for later editing into a half-hour special that will answer the perennial parents' query, "What did you do in school today?"

What *edge* do teachers have?

In the previous EEIS newsletter, I mentioned a study by Luis Moll and his colleagues from Arizona, a school/university partnership that provided research expertise from the university as to how to investigate and document the education that takes place, in different forms, in every child's home setting. The teachers involved learned much from working with the university faculty. They learned how to be field researchers and they conducted a major portion of the required interviewing in the children's homes. They also learned to use the "funds of knowledge" uncovered through the interviews in the creation of units of work. But from the university side of the partnership there was also an appreciation of the contribution that the teachers made to the entire enterprise. Here's an example from one of the university anthropologists working on the project:

> At first, going into the Lopez home, I felt a little nervous, too, because it was my experience to spend an enormous amount of time living and interacting with families before gaining the kind of entree we were hoping to gain in this first interview. I didn't realize then that Cathy, as Carlos's teacher, had a natural entree into the home and had an implicit connection with Carlos's parents. I can't emphasize this enough. She was their son's teacher, and so we were treated with a tremendous amount of respect and warmth. I was amazed at how quickly Cathy gained rapport with Mrs. Lopez and how much the Lopezes opened up to us.

The special status that teachers have in the eyes of both children and their parents is only one of the advantages that we have over researchers who come cold into our professional arena. We also know far more about what our students know and are able to do than any half-hour test could tell. We know which students are keen to display their knowledge and which would prefer to keep it quietly to themselves. We know which children will respond gleefully to new challenges and which will take refuge in safe responses. We know when to demand more and when to back off. In short, we know how to interpret each different contribution a child makes to the class in light of previous contributions and personal traits. This is information and a skill that most researchers would give their eye teeth for!

What will a teacher/researcher partnership be like?

Another member of the EEIS Research Task Force, Katharine Davies Samway, a researcher and teacher-educator at San Jose State University, Calif., has had considerable experience working in partnership with teachers to find out more about what makes for effective classroom learning for second language learners. That experience had made her uncomfortable with the distinction that is often made between "teacher as researcher" and "researcher/teacher collaboration." In response to a tentative suggestion I had made about organizing the Task Force's work around these two broad categories, Katharine wrote a letter to me:

> I would hate to see the two separated. Although I know that many teachers who are beginning to do research have special needs, I'm not sure they are so different from the university-based researcher, if I were to be honest. Isn't this a case of us all helping each other? For example, the relationship that I have had with Dorothy Taylor changed a great deal over the course of working together for several years. We came to realize that collaborative research does not mean identical roles, but complementary roles. At the same time, we realized that we, and the students whose learning processes we were exploring, all take on the roles of teacher, learner, and friend to some extent or other at different times.
>
> Being aware of the value of what teachers have to offer researchers is probably as good a starting point as any for a teacher who thinks that a partnership with a researcher might be worth a try. As Katharine points out, it is quite likely that there will be quite a lot of "role blurring" in the process. Liz England, in her article in the last issue of the EEIS Newsletter entitled "From the Ivory Tower to the Trenches" provided a long list of ways of making the initial connections.

Then there are some questions that need to be asked, such as:

1. Is the researcher willing to help us investigate questions that we have about our work; or, at least, are the questions that the researcher poses ones that we find interesting?
2. Can the gathering of evidence around the questions that are settled on be done in ways that add to, or at least do not detract from, the instructional value we offer our class?
3. Will we be given the opportunity to contribute to the analysis of the data and to any product of the research—recommendations, reports, articles—so that our voice is represented at dissemination time?

We would probably also do well to avoid those researcher-teacher educators who see their mission as one of introducing classroom teachers to the wonders of the world of academe, and then enticing those who learn their ways of thinking best to join them *on the other side*. As Dona Kagan, in an article on teachers seconded [assigned] to faculties of education on a short-term basis, comments:

> We, who have left the classroom to pursue careers in higher education, tend to think that, given half a chance, any teacher in his/her right mind would leave the public school classroom for an academic position in a university. This appears to be an insulting misconception of career teachers.

Indeed it is! Patricia Broadfoot of the University of Bristol describes the kind of collaboration that is more likely to draw on a teacher's expertise rather than seizing the opportunity to instruct.

> In recent years the yawning gulf between researchers and teachers has begun to be very effectively bridged by the advent of forms of enquiry that unite both groups in common cause. Whether through principle or pragmatism, there has been a growing tendency for educational researchers to address the issues that teachers themselves identify; to share with teachers insights as they are generated so that validation or further illumination may be generated by the latter's response. In some cases, the main responsibility has been handed over to teachers with professional researchers providing technical support and dissemination. As a result, many teachers have become much more interested in and supportive of the research enterprise.

Broadfoot goes on to suggest that the "common cause" which teacher and researchers share is a fight against policy decisions being made on the basis of political expediency rather than educational evidence. She clearly identified teachers as a major source of that educational evidence and challenged both researchers and teachers to accept the joint responsibility.

What do you think?

I would be very interested in hearing your response to both the "we need research" and the "research needs us" sides of the story. If I may, I would like to share your comments with Task Force members and with the widening network of EEIS members who have expressed an interest in the Task Force's work. My address is: North York Board of Education, 5050 Yonge St., North York, Ontario, Canada M2N 5N8.

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Jean Handscombe is Chair of the EEIS Research Task Force and a former TESOL President. She currently works in the Research Department of North York Board of Education in Toronto.

Scott Enright Receives IS Service Award

by Fred Genesee

At TESOL '93 in Atlanta, one of our EEIS members, Scott Enright, received a special award. Scott was the recipient of the first Interest Section Service Award, given for extraordinary service to TESOL interest sections. The following tribute was read by Fred Genesee at the awards ceremony during the Legislative Assembly. Those of us who know Scott and who have worked with him know how deserving he is of this honor.

AS those of us know, TESOL's strength lies in its membership. It is the commitment, talent, and hard work of individual members that make TESOL the vibrant and dynamic association that it is. Some of TESOL's members distinguish themselves in their service to the association and to other professionals in the association. This Interest Section Service Award has been created to recognize these individuals. Scott Enright is one of these individuals, and we would like to recognize his contribution in giving this award to him.

Scott's own professional commitments and concerns have focused on the children and the teachers of ESL children. The ESOL in Elementary Education Interest Section became a natural forum within TESOL for Scott to give expression to these concerns. Scott took the Elementary Education IS by storm. As both a member and subsequent chair of the IS, his extraordinary capacity to work creatively and collaboratively with others came to the fore. Under Scott's leadership and that of his colleagues, this IS has become a model of one of the most dynamic and fastest growing in TESOL. It is a model of membership involvement that other interest sections turn to for guidance when it comes to governance and organizational effectiveness. To promote the participation of teachers at the annual convention, Scott personally provided mentoring to teachers who were interested in making presentations but were unfamiliar with the preparation of abstracts for this purpose. This was subsequently taken up by the Elementary Education IS as a whole and has now been adopted by the *TESOL Journal* to encourage publication of material by classroom teachers.

The Elementary Education IS has taken on major importance and is playing a key role in TESOL as it responds to the educational needs of the growing number of ESL students in elementary schools through the English-speaking world. Indeed, it has become a strong advocate of excellence in ESL and EFL education for children around the world. At the same time, its members are ever ready to assume leadership roles in TESOL and to collaborate with other sectors of TESOL in working toward identified goals of the entire association. Scott's leadership in this IS has been critical in bringing these developments about for the benefit of TESOL and of children learning ESL and through ESL.

Scott was elected to the TESOL Executive Board in 1989 and it was during this time that I came to know him and work closely with him. During his tenure as a Board Member (1989-1992), Scott made singular contributions to the development of TESOL's Interest Sections in general. More specifically, Scott collaborated in a major reorganization of the convention's activities of the interest sections. This has resulted in more effective organizational planning by the ISs, greater development of TESOL leadership, and increased professional involvement of IS members. Scott also spearheaded a first-ever, long-range planning meeting of the ISs in November 1991 independent of the annual convention. This meeting has resulted in the creation of four ongoing working groups devoted to issues concerning governance, publications, sociopolitical concerns, and professional development. The work of these groups will provide long-range guidance to the ISs themselves as well as to TESOL's Standing Committees with corresponding concerns. And, perhaps more importantly, this meeting has resulted in extensive communication and cooperation among the ISs and their members to an extent that did not exist previously. These and other efforts on Scott's part have led to greater decision-making by and for the ISs themselves and reflect Scott's belief that it is through the empowerment of individual ESL professionals that the profession as a whole will become empowered.

If I were to describe only Scott's accomplishments working with TESOL's interest sections, I would be describing half the story. For it has been in his demeanor as well as in his deeds that Scott has distinguished himself. Scott's intense commitment to TESOL, his insistence on excellence in all he does, and his passion for working with people have influenced everything that he did and everybody who had the privilege of working with him. And it is for these personal qualities as much as his accomplishments that we would like to recognize in making this award.

Although Scott is unable to be here with us today to receive this award, I know that he is with us in spirit. And I assure you that I will convey this message along with your congratulations and affection to him.

Art Display TESOL '94

TESOL's second annual art display will be sponsored this year by the Elementary Education Interest Section in cooperation with the Secondary Schools and Bilingual Education ISs. The art exhibit in Atlanta drew (pun intended) much interest, and the display planned for Baltimore will be even larger.

Lory Fetzer, chair of our IS Art Committee, requests that teachers be on the alert for art pieces throughout the year that can help us "share our children's stories."

For details:

Refer to the last *Elementary Education Newsletter*, Vol. 15, No. 2, Winter 1993, for the official entry rules ;

See the next issue of this newsletter; or

Contact Lory Fetzer at 1819 Graunwyler #175, Irving TX 75061, phone 214/689-1556 (W) or 214/438-4272 (H).

CALL FOR NOMINATIONS

by Wes Eby

As chair of the Nominations Committee, I encourage—indeed, urge—you to make nominations for leaders of our Elementary Education IS. We will vote in a few months for the following positions:

- Associate Chair, who succeeds to the Chair and Past Chair
- Secretary, two-year term
- 2 Steering Board Members, three-year terms
- 2 Nominating Committee Members, one-year terms

These key persons are crucial to the ongoing success of our interest section. The vitality and strength of our IS, since we were birthed 16 years ago, have been our dynamic leaders. Our continued vitality and strength are contingent upon leadership.

As the Nominating Committee deliberates, we need the wise and collective thinking and input of our membership. Please contact any of us on the committee—by calling, writing, or faxing—before December 1 with your suggestions.

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Student Involvement In the Evaluation Process

by Mary B. Schafer

In the following article, Mary Schafer shares some of her ideas with us about involving students in the evaluation process.

Within the instructional program, the direct link between study skills and test-taking skills is emphasized. Students are taught study and test-taking skills; then, after each test, the test is analyzed by the students in teams to see how many cues, links, and connections they were able to make and to identify the ones they missed.

At the beginning of the year, the students receive additional help, such as the teacher reading content-area tests to the class so that the tests measure the students' knowledge of content-subject matter and the score is not influenced by reading proficiency. During the year, students are weaned away from this strategy; by the end of the year they are able to take a test without having it read to them. The tests are also scaled according to levels of difficulty: matching, multiple choice, true and false, fill-in-the-blanks with words listed on the paper, fill-in-the-blanks with words not listed, true and false with false statements being made into true statements, and essay-type questions.

Students are made to feel they have control over their grades. Quizzes on important vocabulary and/or basic concepts are given before each major test. If the student does well, it means s/he is ready for the test. If not, then s/he is able to identify what s/he still needs to study without being penalized by a poor grade. The quiz is not counted if s/he does better on the test. If the test mark is lower than the quiz, the two scores are averaged.

Each student has a portfolio for each subject area. A record of grades on a tally sheet is kept in the folder. Each quiz, test, or project receives a number grade (%). At the end of the marking period, students average their own grades. If a student receives a grade that s/he finds unsatisfactory, s/he has several options to raise that grade: retesting (written or oral), an oral report on the topic, a hands-on project, a research project, or an experiment that clearly shows her/his knowledge of the topic. Following the principles of mastery learning, each student can attain the grade of his/her choice and feel the greatest sense of satisfaction.

Each student has a matrix of all class work on which her/his grade is tallied for report cards. Each student maintains this matrix, which gives specific weight to certain areas. This permits each student to see his/her individual areas of strengths and weaknesses.

As the report-card period comes to an end, the students evaluate themselves in each subject area, deciding what grade they believe they deserve. Each student belongs to a study team and receives an evaluation from them. Both these grades go on the matrix as does the teacher's evaluation.

If the student is satisfied with the results, s/he initials the matrix. If s/he is not satisfied, s/he has the option of discussing it with the teacher and perhaps doing additional work to gain more points.

Being responsible for the matrix not only gives the student additional and very realistic practice in math, it also helps her/him to internalize the evaluation process and participate in it actively. The matrix can also be used to help students set their own goals for the marking period.

In addition, students are frequently given the opportunity to critique the work of their peers. This helps them learn the difference between positive and negative criticism and how to kindly and effectively present their views to others. Within their teams, part of the evaluation includes identifying peers they would like or not like to work with again and to state their reasons.

Finally, in an attempt to help students realize that evaluation is not just something that persons on a higher level do to them, they are given opportunities to provide input and evaluate procedures that take place within the classroom. At the end of the year, they make a formal evaluation of the class and the teacher.

By utilizing the above approaches, our students develop better critical thinking skills, study and work habits, test-taking skills, attitudes about evaluation, and self-confidence. ■

These pieces were written by fourth-grade ESL students in the Estes School, Marana, Arizona. Elizabeth Thompson is their teacher.

FLOWERS

Flowers are the ones to ease
your pain. When some one special
has past away. And when you look
at the flowers butiy and
it glsens and gleams.
But to you it has all meltid
away. You think of the good
times and the bad then
right there and then
you know that she'll always be there
in your heart.

—Kelly West

WEEPING WILLOWS FOR OUR TEACHER

Weeping willows
With your tears
Without any fears
Weeping willows
For our teacher
Weeping willows
With help form our creatures.

—Kaylene & Sara

Ancient

Region

Indians

Zone

O'odham

Navajo

Apache

—Rafael Garcia

You may think Mary has a problem with her lamb; but just wait until you read about my goat.

My goat is funny. Whenever anyone has a cigarette, lit or not, she will take one puff, then she eats it! If it's not lit she just eats it. Once my mom left a full pack of cigarettes in her pen over night and came back in the morning and the pack of cigarettes were not there. She's been doing this since she was a baby. Luckily no smoke come out of her ears!

If only I could teach my goat to follow me to school like Mary's lamb. I could take her to D.A.R.E. classes to help her break her bad habit.

—Tamara Young

THE THREE PARTS OF ARIZONA

As you near the Little Colorado River, you come upon colors of the Painted Desert and the Petrified Trees. This plateau is called the Colorado Plateau. The Colorado River went through the plateau and made a canyon. Over millions of years the weather made the Grand Canyon.

The Mogllon Rim are mountains in Arizona. You can find gold, copper and silver in the Chiricahua Mountains. The White Mountains are a fun place to visit.

Arizona's desert is part of the large Sonoran Desert, much of which is found in Mexico. Plants and animals that don't need that much water live in the desert. Buildings such as schools and homes are often built with air conditioning. Tucson and Phoenix are the largest cities found here.

—Jesus Carillo

I'm pleased to announce a new heading and new editor for this column. The heading, "Sharing our Successes," reflects our desire to proclaim and celebrate our accomplishments. The new column editor is Lory Doolittle, an ESL teacher in Greenwich, Conn., who has collected the contributions for this edition. But Lory needs you to send her many more for future issues. We need everyone's great ideas, from near and far, and ideas for old and young. Send your successful idea to: Ms. Lory Doolittle, Old Greenwich School, Sound Beach Ave., Old Greenwich, CT 06870.

I would like to give accolades, for all of us, to Beth Witt, the previous column editor. She has prepared this must-read column for the past two years. Many, many thanks, Beth.

Jim Rupp, editor

Coordinated by Lory Doolittle

Those of us who were fortunate enough to hear Sandra Cisneros, the final keynote at TESOL Atlanta, and author of *The House on Mangoe Street*, heard her give a fine suggestion for descriptive writing classes. She has students put the symbols for a smile, a hand, an ear, a nose and an eye—representing the five senses—in the margin of their papers. The symbols are there to remind them to include descriptors that appeal to the senses as they write.

—Lory Doolittle

My students were beginning to revolt over their daily oral reading of *The Magic Bean* in the Miami Linguistic series. They really needed the practice, but it was so boring for them. I decided to excerpt all the dialogue and present it in a script format. They each chose a role and loved to practice their parts! We produced a play and videotaped it for their families. It was a blockbuster hit!

—Debby Redifer Ethridge, North Street School, Greenwich, Conn.

While we are reading a book, I often ask the students to write letters to one of the main characters, asking her/him a question or giving advice for a particular problem. Sometimes I have the students write newspaper articles describing a certain event in the book. For example, when we read *Fantastic Mr. Fox* by Ronald Dahl, my students wrote an editorial entitled, "The Fox vs. the Farmers."

—Vivian Serraillier, North Street School, Greenwich, Conn.

Nursery rhymes are excellent for practicing pronunciation and intonation. We practice reading the rhymes together at first. We then go around the room and have each student read a line. After that everyone picks a favorite line and recites it, thus creating an original version of an old rhyme. As a follow-up the students illustrate the nursery rhyme and memorize it. The next step is to write their own rhyme.

—Vivian Serraillier, North Street School, Greenwich, Conn.

To reinforce vocabulary and/or to learn characteristics of animals, plants, insects, etc., I have the students make up riddles to ask each other. For example, "What has fur, paws, and claws?" Answer: a bear.

—Melody Anderson, Old Greenwich School, Greenwich, Conn.

A trip back in time

by Jim Rupp

My family and I recently returned from a combination vacation and business trip to Vietnam. For me it was my first trip back since we were evacuated out in 1975. My wife had been back two times previously. I felt very much as if I had stepped back in time because everything seemed so similar to the way it was before we left. My wife told me, however, that the country has changed remarkably within the last few years. The one place that I did see change was in the faces of former colleagues and students and relatives. Their faces revealed the tough times they have gone through. We were told that it had only been since the fall of the Berlin Wall and Communism in Russia that things have changed.

In Hanoi, our first stop, we were tourists, visiting all the sights of that beautiful city with its lakes and French colonial architecture. We were very surprised at how busy and noisy the city was. I guess we expected a somber, serious place. We were told that the changes are coming so quickly there that it seems like a new city every month. They are really struggling with change, trying to keep up and modernize without destroying the beauty of the city. It was interesting to us to hear the stories from the people we met. Both our drivers told of their experiences along the Ho Chi Minh trail during the war.

Our next stop was Da Nang and Hue, where we met relatives, colleagues, and former students. Our children appreciated visiting the places they were named after. We were able to visit places and do things we couldn't before because of the war, such as spending the evening on a boat in the Perfume River, listening to a musical troupe singing old Hue songs. We visited members of my wife's family who lived in the home village and had been separated by the war.

Ho Chi Minh City (Saigon) was the busiest place of all with construction going on all over the city. The city has doubled in size. This was apparent when we traveled south to the city where I lived for four years. Familiar landmarks were still there, but they were no longer in the country.

English instruction is alive and well and very popular. We saw many preschools advertising English instruction. In school, English is more popular than Russian or French. In fact, the Ministry of Education is developing programs to retrain the teachers of Russian who no longer have students. The *Streamline* series is the most popular set of texts and has been for some time. The British version is used in the north and the American version is used in the south. The teachers in central Vietnam seem to be caught in the middle.

Language instruction hasn't changed much, especially in the south. We were told that even though British and Australian teachers have been posted throughout the country, the southerners were waiting for the Americans to return before they would be ready to change. Educators that I met were very eager to have American teachers at their schools again and to develop exchange programs. The biggest challenge is the fact that they have little or no money to fund such projects. There are some American teachers funded through non-government agencies. The pay is not very great. Vietnamese teachers make about $30 a month. This is almost enough to live on. English teachers are able to supplement their incomes by teaching in private schools at night or running their own schools. If anyone is interested in learning more about working there (volunteering), I can help obtain more information.

On the return trip we had an overnight stop in Hong Kong. What a contrast to be taken to our fancy hotel in a Mercedes taxi! On our first night back in the U.S.A., we took our children out for hamburgers (they'd had enough rice and noodles). Again, we realized the sharp contrast as the waitress kept asking us to make choices about our food selections and then brought each of us more than many entire Vietnamese families have. How bountiful our lives are! ■

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TESOL '94

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A MAINSTREAM TEACHER SHARES

The following interview was conducted by the editor of the ***Elementary Education Newsletter*** *(EEIS) with Elizabeth Thompson, a fourth-grade ESL teacher. Ms. Thompson teaches in a whole-language, mainstream classroom in the Marana School District, a small, rural district north of Tucson, Arizona.*

EEIS: Briefly describe your school district's policy for ESL students.

THOMPSON: Our school district follows the Arizona State Board of Education policy for ESL students. Essentially, the state offers two choices for bilingual or ESL programs, based on the number of ESL students. Once a student is identified as ESL, she or he is provided with an Individualized Education Plan (IEP) in each subject: reading, math, language arts, etc. The mainstream classroom teacher is responsible for the IEP, forming the plan for each student in each subject. ESL students are also eligible for other supplemental programs.

EEIS: How does your school carry out the district's policy?

THOMPSON District policy is carried out through the use of IEPs and providing teacher-aides who travel to several schools, working with several grade levels. Most students are pulled from the mainstream classroom for small group instruction with ESL aides, usually in skill areas designated by the classroom teacher. The time allotted for aides varies at each school, depending on the number of ESL students at that school.

EEIS: In addition to your class, what special help do your ESL students receive?

THOMPSON: In addition to spending time with ESL aides, some students qualify for before-and-after-school tutoring, and some receive Kumon math. Others may participate in Chapter 1 Programs.

EEIS: What special challenges do you face with your ESL students?

THOMPSON: At present, I believe I am the only teacher in our district who is not having ESL students pulled out of the classroom to work with an ESL aide. Instead, the aide comes to my room for the last hour of the day when the ESL students from the other fourth grade join us. This is due to the large number of ESL students I already have in my classroom. We usually try to work on social studies and science at this time. The fourth-grade curriculum emphasizes Arizona history/studies, which we study throughout the year. This is an excellent opportunity to bring out the students' cultural backgrounds and family traditions as part of our studies. I primarily teach in a whole-language environment, so this is a good time for students to work together on study guides, projects, etc. The students are able to work with the grade-level curriculum in which the objectives have been modified to meet the ESL students' needs and abilities. My goals are for all students: (1) to work independently, in small groups, and with partners; (2) to seek and internalize knowledge in an exciting and successful way; and (3) to be able to freely express their background and culture as well as new-found knowledge. With an aide working with me daily, I can do more open-ended activities, which I could not do alone with so many students. We also use the library at this time for reading and research.

EEIS: What frustrates you the most in helping your ESL students? What have you tried to do to alleviate this frustration?

THOMPSON: In the past, it was frustrating for me to have time to work with ESL students who were often out of the room and off to other services, such as the ESL room, literacy lab, etc. This made it very difficult when planning to ensure that these students still received the necessary instruction as dictated by the district curriculum. I also felt that the students were frustrated coming in and out of the classroom. To help alleviate this, I have worked it out so that my ESL students stay in the classroom as much as possible. While many students may not be working at grade level, they are receiving grade-level curriculum with activities at their levels within the classroom situation. It is still difficult working with over 30 students and guiding group

CONTINUED ON PAGE 9

In This Issue

Wearing Story Coats ◆ *Dan Doorn* 2
From the Editor ◆ *Jim Rupp* 3
Working with Mainstream Teachers ◆ *Joan Dungey* 4
Annual Art Display ◆ *Lory Fetzer* 5
Book Session at TESOL '94 ◆ *Nancy Cloud* 6
EEIS Elections ◆ *Wes Eby* 7
Multiculturalism in a Monocultural School ◆ *Maria da Silva Amendolare* 8
Discussion Sessions at TESOL '94 ◆ *Nancy Cloud* 9
Sharing Our Successes ◆ *Lory Doolittle* 10
Student Artwork 11
EEIS Officers/Leaders 12

Wearing Story Coats

Message from the Chair—Dan Doorn

Try to picture this scene: It is early Sunday morning, March 13, 1994. Among the many sleepy-eyed travelers waiting for departure calls at the Baltimore airport, a few dozen are wearing similarly unusual coats. Each of their garments has been patched, obviously by hand, with many colorful pieces of cloth varying in size, texture, and pattern. Several of the coats have the same swatches, but all have been stitched together in unique ways. One hint of the significance of all the wildly colorful coats comes in the eyes and smiles of the wearers—they have that look of exuberance that comes with celebrating an accomplishment. When asked to explain the secret of the out-of-the-ordinary attire, one of the travelers replies:

> **Oh, this is my new teaching coat. Isn't it great? All my friends helped me make it this week; each one gave me something from his or her experiences with children. Each bright patch is an idea design for bringing real learning into the classroom. I'll always remember the stories that go with each piece.**

I enjoyed imagining this airport scene as one of my re-reading responses to a new favorite book of mine, *The Rag Coat*, by Lauren Mills (Little & Brown, 1991). Let me *share* a brief summary. Set in the early 1990s in the Appalachian Mountains, the story describes how a young girl comes to receive and value wearing a new, colorful rag coat for school. Her mosaic-looking coat was made as a gift by neighborhood mothers. As they stitched in each piece of old cloth, they also *shared* a special story about the cloth's original use and its value in their families. The story ends with the young girl taking courage in the face of teasing classmates to speak proudly of her coat. She shows her school friends that each piece of the coat represents a memory of a special event in their lives. And the reason she takes joy in wearing such a pieced-together coat is that it reminds her of what her father had taught her about the most important lesson in life: people need people.

Out of my musings on the coat symbol in this delightful story, I found myself wondering: *How would we all look wearing special "story coats" after the TESOL '94 conference? Would we try to create coats that are colorful and varied, showing a rich variety of contributions of teaching-story patches from our friends? Would we dare wear them again when we get home and back to work? Would we share the stories behind the patches with curious colleagues and parents?*

Enough wondering. But before I slip out of the metaphor, I would like to highlight an insight that we all need to keep in mind for the upcoming conference in Baltimore. The stories that others will *share* with us need to be lived out again and again in our own worlds of teaching and learning with children—not left silent and unworn, tucked away in folders, in drawers, in closets. Let's look forward to gathering more good stories from fellow teachers—in Baltimore or in any other network setting—and retelling them in new contexts of learning discoveries for children.

Here are some further announcements and reminders—opportunities to hear and *share more stories* with promise at the March conference.

The Academic Session for our EEIS will feature Hilary Hester from the Center of Language in Primary Education, London, England. One of Hilary's significant contributions to the field of language teaching is *The Primary Language Record*. Her presentation will focus on a critical issue facing teachers: How can we better assess and maintain records of bilingual children's language and literacy development? Hilary will introduce the "Stages of English Learning," describe patterns of their development among children, and discuss the implications for classroom practices. Participants will have an opportunity to respond to the presentation and *share* further assessment ideas in small group discussions.

Many ideas for enhancing our teaching strategies will come out of informal interactions with friends, especially during breaks in our EEIS Hospitality Area. While we have a great committee that will make our hospitality area attractive, we all need to help add to the variety of materials on display. Please consider bringing examples of children's work from across the curriculum that will draw in visitors and spark conversations among colleagues.

Our EEIS wants to help more of its members *share their stories* of teaching and learning with elementary children. Our hope is that all who have such stories to *share* will find the collaboration they need with any aspect of the process. Planning proposals, co-

Coats. . .

presenting sessions, writing and submitting articles, or pursuing long-term, teacher-action plans in classroom-based research. If you are seeking such support, you may be interested in the following teacher-support sessions.

One special workshop initiative has been designed by Amanda Miller, a member of the Research Task Force, along with Jean Handscombe, the chair. The session will give participants an opportunity to work through plans for conducting their own classroom-based research. Leaders will mentor the beginning stages of the process during the session and will arrange for ways to continue their support throughout the year. What an exciting event this is as a follow-up to Jean's recent *Elementary Education Newsletter* articles on teachers and researchers needing each other. If you would like to take a more active role in researching a specific need of your children, please consider joining others at this session.

Another special workshop, to be held on Saturday afternoon, March 12, is for all who are interested in giving a presentation at TESOL '95 in Long Beach and want help in the writing process for submitting a strong proposal. Special thanks to Lory Fetzer for designing this needed workshop. Participants will have an opportunity to first read and review good proposals accepted for previous conferences. Then they will have time to draft and revise their own proposals, getting helpful feedback in conferencing with the workshop leaders. If you have even a seed of an idea for a presentation, please consider attending this workshop.

The information given above is only part of all the stories that will be *shared* at the Baltimore conference. Opportunities abound for *sharing our stories*, listening to the stories of others, and learning and teaching from each other. We hope you will be able to take advantage of this opportunity. ■

From the Editor—Jim Rupp

The theme for this issue is "ESL Students in the Mainstream Classroom," and several teachers are *sharing their stories* with us. In her interview, Elizabeth Thompson, a fourth-grade teacher in Arizona, *shares her story* of being a classroom teacher with no training in ESL. She tells how she includes all her students in the learning and teaching of the classroom through the use of whole language. Maria da Silva Amendolare *shares her story* from a different setting in which there are very few ESL students, but one in which all the students are learning about many cultures in their classes. Joan Dungey *shares her story* as an ESL professional with suggestions for working with mainstream teachers.

Other stories in this issue come from our IS Chair, Dan Doorn, and our Associate Chair, Nancy Cloud. They *share stories* about the next TESOL Conference to be held March 8-12, 1994, in Baltimore, Maryland. There will be many opportunities available for all of us to *share our stories* at the conference, and they have mentioned only a few.

The next issue of the newsletter should reach you by late summer or early fall of 1994. The theme of that issue is ***The Politics of ESL Teaching.*** Although most of us feel we are, or should be, apolitical as teachers, what we do as ESL teachers often has political implications. Is it possible for us to be advocates for our students without being political? This can be at the building level or within our district. It can go out beyond too. For example, the legislation for the reauthorization of the Elementary and Secondary Education Act (ESEA), which includes Chapter I and Title VII, is coming up before Congress. Many of our students receive service through these programs, and some do not. TESOL is taking a stand on this issue, feeling that the students we serve should not be excluded from the programs covered under ESEA. We are interested in hearing from you. The newsletter always needs articles and stories from all of you and your students.

The newsletter always needs examples of student work. Please *share* what your students are doing with your colleagues. In addition, Lory Doolittle would like you to send her classroom activities that you've used successfully so they can be *shared*. Remember, your contributions are the core of this newsletter. The more I receive, the better the newsletter. Please *share your stories* with your colleagues.

The next deadline for submissions is **May 15, 1994**.

Sharing Our Children's Stories
TESOL '94

Elementary Education Newsletter

Winter 1994 **Vol. 16, No. 2**

Jim Rupp, *Editor*
Wes Eby, *Editorial Advisor*
Terry O'Donnell, *TESOL Advisor*
Lyn Richard, *Graphic Designer*

Elementary Education Newsletter is not copyrighted. We encourage readers to share its contents with interested colleagues.

Classroom Teachers

Working with Mainstream

by Joan Dungey

"What are you teaching here anyway?" demanded the eighth-grade social studies teacher as she came into the ESL Resource Room. "Susan couldn't even answer the question today in class!"

"What was the question?" asked Ramon, my ESL aide.

"What is the meaning of the Constitution?" the teacher said.

It was September. The student was a beginning English speaker. Ramon laughed. "We're still working on 'What is your name?' and 'My name is _____.'" he answered. The content teacher left, rather indignantly, saying nothing.

Thus began my work with mainstream classroom teachers. I have worked in various positions: a district ESL consultant, an ESL program director and teacher, and a regular classroom teacher. I see that the main need for successful cooperation between the ESL professional and the classroom teachers is education. Classroom teachers need to recognize ESL student language capabilities, language acquisition stages, and ESL teaching philosophy and methodology.

Most classroom teachers expect the ESL teacher to go through the basal reader for classroom skills remediation. My observation is that those ESL students tutored with basal readers were far behind the ESL students who were tutored in ESL texts. Not only is there not as much success, but the students' attitudes are not as good ("Oh, work sheets again?"). The ESL materials have interactive activities, such as songs, pictures, and games on which the children thrive and which are easy for the tutor to supplement. Children's literature is also effective with students in developing vocabulary, acculturation, pronunciation, etc.

Our greatest successes have been achieved with students who, upon entry, spend three or four hours a day with the ESL teacher with time reduced as language facility develops. This initial extended period gives a good foundation and builds self-esteem early. We use holistic activity—teaching that involves the students completely. In a comfortable atmosphere, they can achieve immediate success in language activities. The learning is organized by thematic units and students are encouraged to talk a lot, using a multitude of reinforcing activities. The ESL room becomes a popular place for ESL students and their friends to gather as they come in during lunch and recess periods. They also pop in when they may have only one or two minutes of free time.

It takes time, usually two years, for ESL professionals to becomes appreciated by classroom teachers. When mainstream classroom teachers see positive growth in their ESL students because of the tutoring, they begin to understand and appreciate the ESL teaching philosophy. Regular communication with the classroom teacher emphasizes the ESL program objectives. An ESL program impacts more than just the ESL students. Classroom teachers are able to relax their concern about new ESL students because they see their students are being tutored successfully for large blocks of time, enabling the teacher to maintain continuity with the non-ESL students. Now, classroom teachers routinely comment on students' language growth and express appreciation for the program.

What can we do for classroom teachers to help them feel more positive about ESL?

1) Give them lots of materials to use with ESL students in their regular classroom. Spend all of your ESL teaching time on interactive activities. Give follow-up activities for classroom time.

2) Set up an ESL learning center in the classroom where ESL supplies (such as maps, puzzles, flash cards, and flannel board) for student use can be kept.

In our school, tutors interact regularly with classroom teachers; classroom teachers learn to work with ESL students' special needs; and all the teachers are sensitive to their ESL students.

3) Coordinate units with classroom teachers, whenever possible. For example, teach food and body parts with a classroom health unit.

4) Offer to lead the regular class in a hands-on, multi-level ESL activity. This will demonstrate a whole-class activity in which the ESL students can be successfully involved. Indeed, your ESL students may help plan it for the class and lead the activity, thus giving them a chance at leadership.

5) Try to schedule ESL tutoring during regular English or reading times rather than pulling students out of physical education, music, or art. In these latter classes, ESL students can participate fully and develop social skills.

6) Pay attention to teacher requests. Honor teachers' recommendations regarding mainstreaming, placement, scheduling, skill levels, etc. Just as we ask them to be flexible with us, we need to be accommodating to students' and teachers' needs.

In our school, tutors interact regularly with classroom teachers; classroom teachers learn to work with ESL students' special needs; and all the teachers are sensitive to their ESL students. However, this did not happen overnight. This bond of cooperation has evolved over the last four years. And the students are the victors. By working together, we have been able to help them make remarkable strides in achieving successful English language development, which only confirms the ESL program all the more. ■

Joan Dungey is the ESL Program Director and teaches ESL and junior high school social studies at Hillel Academy in Dayton, Ohio, where 16% of the students are ESL.

Annual Art Display

by Lory Fetzer

The Elementary, Secondary, and Bilingual Education Interest Sections are sponsoring a display of student work at TESOL '94 in Baltimore, using the theme of "Sharing our Stories." There will be a prominent display area in the Exhibit Hall where everyone will be able to see the students' work.

This year, the Art Committee is looking for, not only artwork, but also handwritten stories by students. If you have not already prepared something, do it now. This is a wonderful opportunity to show off the creativity of your students.

The artwork should be the standard size of 9" x 12" and suitable for mailing, which means two-dimensional projects of paint, pencil, crayon, pen and ink, and similar media. The art work should reflect the theme of the conference, "Sharing our Stories." All submissions will be mounted by the committee.

The handwritten stories should also reflect the TESOL '94 theme. They should be on 8" x 11" paper, lined or unlined. Preferably, the stories should be in English, however, stories in the student's native language with a typed English translation will be accepted. Again, they will be mounted by the committee.

All students who submit artwork or stories will receive a certificate of recognition for their participation in this event.

Official Entry Rules

1. To enter:

On a 3" x 5" card, print your student's name, age, art medium used, school, address, and country. Clip (do not pin or staple) this to your entry and mail to Lory Fetzer, Gabe Allen Elementary School, 5220 Nomas St., Dallas, TX 75212, USA, by **February 21, 1994**.

Student_____ Age_____

Medium_____ School_____

Address _____

_____

Late entries may be submitted in Baltimore at the Convention Office marked as follows: Attention: Lory Fetzer and Student Work Display Committee

2. Eligibility:

Entrants must be enrolled in a ESOL program and must be between the ages of 4 and 18.

3. Disposition:

Entries will become the property of TESOL for one year and will be displayed at TESOL '94 in Baltimore, Maryland. After the convention, the student work will be available for display at TESOL headquarters or at affiliate meetings. After one year, entries may be picked up by a school representative at TESOL '95 in Long Beach, California.

4. Recognition:

All entrants will receive a certificate of participation after TESOL '94.

Vejigante Masquerader and *The Bossy Gallito*: Portraying Bilingual/Bicultural Realities

by Nancy Cloud, Associate Chair

> **Bilingual books have presented the greatest challenge of my career. It's a big task, dealing with two languages and portraying my own culture with authenticity in both words and pictures.** (Lulu Delacre)

On Saturday, March 12, a special session, sponsored by the Elementary Education Interest Section and co-sponsored by the Bilingual Education Interest Section and New York State TESOL Elementary Interest Group, will be presented at TESOL's 28th Annual Convention and Exposition in Baltimore, Maryland. The session will feature two books, *Vejigante Masquerader* and *The Bossy Gallito*, by the noted author/illustrator Lulu Delacre. This will be followed by a special, interactive presentation by Ewa Pytowska, Director of the Intercultural Training Resource Center in Boston, entitled "Using Multicultural Literature to Invite Children to Share Their Stories."

Ms. Delacre is the author/illustrator of a number of bilingual children's books published by Scholastic, Inc., among them *Las Navidades: Popular Christmas Songs from Latin American* and *Arroz con Leche: Popular Songs and Rhymes from Latin America*. Born and raised in Puerto Rico, Ms. Delacre has also lived in Argentina and France as well as California and Texas in the U.S. Her books, flowing from this rich source of life experiences, are motivated by her desire to share with children the treasured stories, rhymes, and poems from Latin America and the Caribbean.

Ms. Delacre's formal training in art took place at the University of Puerto Rico and later at L'Ecole Superieure d'Arts Graphiques in Paris. By the end of her formal training, she knew she wanted to become a children's book illustrator. Ms. Delacre states:

> Being an author/illustrator is the most challenging and, at the same time, the most rewarding work I have ever done. My dream was always to do bilingual books for two reasons. First of all, I wanted to share the folklore I knew growing up with children who come from Latin American countries and are growing up here—children, like mine, who are the first generation in the United States. Many of them, in order to integrate, try to forget their backgrounds. But if they can have two cultures, why have only one? Secondly, I have seen that when children from other cultures are confronted with this particular folklore, they find that it's a lot of fun, and that it's worth knowing. So I have broadened their experience, and I've also helped Hispanic children. When they see other children enjoying themselves, you can see those faces smiling and feeling proud.

Ms. Delacre, a frequent visitor in schools, is keenly aware of just how necessary her kind of work is. Seeing so many children from so many cultures in the same classroom has inspired her to produce children's books that encourage the exchange of traditions and cultures. In this highly visual session, she will speak about her "quest" to bring cultural authenticity to the illustrations and texts of her books for children. Focusing on *Vejigante Masquerader* and *The Bossy Gallito*, the latest releases in her series of bilingual books, she will share with participants the history

CONTINUED ON PAGE 7

Elementary Education Interest Section (EEIS)
OFFICIAL BALLOT — 1994

Please postmark or fax no later than ***February 18, 1994,*** *to:*

Wes Eby, Nominating Committee Chair
Publications International, 6401 The Paseo, Kansas City, MO 64131
FAX 816/363-8216

ASSOCIATE CHAIR [Vote for one] Three-year term: 1994-97
(Succeeds to office of Chair in 1995-96 and Past Chair in 1996-97)

_____ **CARLYN SYVANEN** — Carlyn is an elementary ESL teacher in Portland, Oreg., Public Schools. In the 15 years she has been working in the area of TESOL, she has worked with learners at all levels. She has been active in our EEIS since 1982, serving one term on the Steering Board. Currently, she is a member of our EEIS Research Task Force, the TESOL/NCTE Liaison Committee, and the Task Force on Policy and Standards for Language Minority Students, K-12, in the U.S. Carlyn has also been active in her state affiliate, ORTESOL, serving as vice president and president, 1983-86.

____ **WRITE IN:** _____

STEERING BOARD [Vote for two] Three-year terms: 1994-97

_____ **PAT DARZI** — Pat has taught ESOL for more than five years at the elementary- and middle-school levels. At the present, she is teaching in Gwinnett County, Georgia. Previously, she taught in Saudi Arabia. Pat is Elementary Interest [Section] Co-chair for Georgia TESOL and is a member of our new EEIS Literacy Task Force. She has presented at Georgia TESOL conferences and at TESOL '93. Pat played a key role in TESOL '93 since the convention was in her home area.

_____ **LESLIE KIRSHNER-MORRIS** — Leslie has been a vital part of an LEP pilot project for the School District of Philadelphia since 1988. Her current position is trainer for instructional support team for the school district. She is co-chair of our new EEIS Task Force for Special Education. She has been active in the PennTESOL-East affiliate, serving as second vice president and elementary member at large. She has been a member of TESOL since 1981, presenting every year since then at the conferences. Leslie's major interest is in special-education concerns for ESL learners.

_____ **AMY SCHLESSMAN-FROST** — Amy is Evaluation Specialist with the Tucson Early Education Model (TEEM) and an adjunct professor in teacher education at the University of Arizona in Tucson. Publications include contributions to *TESOL Matters, Journal of Intensive English Studies,* and TESOL's forthcoming *New Ways in Teaching Young Children.* Amy served for five years on Arizona TESOL's Executive Board, including the offices of vice president/conference chair and president. She was recently appointed as chair of the new TESOL Standing Committee for Membership.

_____ **LINDA LEWIS WHITE** — Linda has taught in bilingual classrooms in Dallas and Arlington, Texas, for the past 17 years. Currently, she is teaching in a bilingual third-grade class in Thornton Elementary, Arlington. Since 1984, Linda has been a member of TESOL and her local affiliate, TEXTESOL-V. She has served as the Elementary Chair for her affiliate and on the nominating committee for our EEIS in 1990-91. Linda's professional activities include teacher training, curriculum writer, and adjunct professor at East Texas State University.

_____ **WRITE IN:** _____

SECRETARY [Vote for one] Two-year term: 1994-96

_____ **MONICA FORD** — Monica is program facilitator and reading specialist at Elderberry Elem. School in Ontario, Calif. She also serves as site coordinator of the school's Holistic English Literacy Program (H.E.L.P.) and was a teacher in this innovative program of English language development. Monica is the Elementary Section representative for Southeast California TESOL and the regional representative to the California Alliance of Elementary Education Congress. This year, she is serving on our new EEIS Literacy Task Force. She presented at both TESOL '93 and the '93 TESOL Summer Institute.

_____ **BARBARA HAYNES** — Barbara or "Judie," as she is often called, has been an elementary ESL teacher since 1980, currently teaching in River Edge, New Jersey. Judie was appointed this year to complete the current term as our EEIS Secretary. She was a founding member and first president of the Bergen County, N.J., ESL Teacher's Group, which is a regional chapter of NJTESOL/NJBE. She was chosen New Jersey's ESL Teacher of the Year in 1992. She is co-author of the *Classroom Teacher's ESL Survival Kit* published by Prentice-Hall. Judie presented at TESOL in 1992 and 1993.

_____ **Write In:**_____

NOMINATING COMMITTEE [Vote for two] One-year term: 1994-95

_____ **JOAN DUNGEY** — Joan is middle-school teacher in Yellow Springs, Ohio, and an adjunct professor of ESL at Cedarville College in Ohio. She is also a consultant for Addison-Wesley. Joan has taught ESL at elementary, secondary, and adult levels in addition to being an ESL program administrator. She has been a member of TESOL for over a decade and has presented at several of the conferences. She has authored two books on ESL and published numerous articles.

_____ **JACQUELINE LOVELACE** — Jacqueline has been an ESL classroom teacher for seven years with the Dallas Independent School District in Texas. She has developed workshops and curriculum for her school district's bilingual/ESL department. Among her honors, she was voted "Teacher of the Year" by her colleagues. She, along with three others, has just completed an ESL text for Scott Foresman, which will be published in 1994. She is a member of and involved in TEXTESOL-V.

_____ **MARY SCHAFER** — Mary has taught ESOL for 27 years at the elementary, secondary, and undergraduate levels. She is presently teaching ESOL to middle-school students in the Philadelphia School District in Pennsylvania. She also coordinates the ESOL program in her school as well as the prereferral program for at-risk ESOL students. Mary is serving as co-chair of our new EEIS Special Education Task Force. She has been a member of TESOL for over 20 years and has served on the board of directors for two TESOL affiliates, Puerto Rico and PennTESOL-East.

_____ **IRENE SERNA** — Irene, as an educator, has taught in bilingual, early childhood, and teacher education programs. Currently, she is a teacher at Arizona State University, Tempe, in bilingual and early childhood education. She has just concluded, with Sarah Hudelson, a longitudinal study of children in bilingual, whole-language classrooms. Irene's service to TESOL includes: (1) a member of the NCTE/TESOL Liaison Committee for the past two years and (2) co-chair this year of our new EEIS Literacy Task Force. Irene is committed to increasing EEIS membership and outreach services to our constituency.

_____ **EDITH THOMPSON** — Edith or "Ede," as she prefers to be called, has been an ESL teacher for elementary and middle school students in Jessamine Country, Kentucky, since 1989. Although she has taught elementary school for many years in Indiana, Maryland, and Kentucky, Ede says that she first worked with ESL students as a parent volunteer. She has presented at several conferences for teachers of English, and she will present at TESOL '94 in Baltimore.

_____ **WRITE IN:**_____

REMEMBER: Please postmark or fax no later than **February 18** to Wes Eby.

CONTINUED FROM PAGE 6

BOOK SESSION...

of how the featured books came to be and her motivation for writing them. Conference attendees are encouraged to bring copies of her books as time for book signing by the author will be provided. The featured books will also be available for purchase at the conference.

In the second half of the workshop, Ms. Ewa Pytowska will showcase selected multicultural books and describe strategies for their use with ESL children.

Ms. Pytowska learned English as an adolescent enrolled in an American high school overseas, and later she immigrated to the United States. A mother of two bilingual children, a cross-cultural trainer in schools and industry, and a college instructor in urban multicultural education, she specializes in working with mainstream teachers who are committed to the meaningful integration of ESL students into their classrooms.

In her portion of this featured session, she will model uses of multicultural children's literature to promote culturally sensitive second-language development in the elementary grades. Specialized reference materials and bibliographies of recommended multicultural children's literature will be available at this session.

Don't miss this special opportunity to explore bilingual/bicultural children's literature with two gifted professionals. Mark the time and date on your conference calendar now: Saturday, March 12, from 8:30 to 11:15 a.m. See you in Baltimore where we will definitely be **Sharing our *Children's* Stories**. ■

EEIS Elections— Time to vote

by Wes Eby

With this copy of the *Elementary Education Newsletter*, you are receiving a ballot to elect our Elementary Education IS officers and leaders for 1994-95. Please take time to review it and vote. There are spaces provided to write in other names, if you choose. Then mail your ballot to the address below, **postmarked no later than February 18, 1994.**

This is your opportunity to be involved in our Interest Section, even if you are unable to attend the annual convention and EEIS business meeting. Most interest sections elect their leaders during the conference. The *Governing Rules* of our IS provide for a mail ballot so all EEIS primary members can be involved in this important process. So, please take the time to vote. Why not do it now? Mail to:

Wes Eby
Publications International
6401 The Paseo
Kansas City, MO 64131

REMEMBER:
MAIL YOUR BALLOT NO LATER THAN FEBRUARY 18.

SWAP SHOP AT BALTIMORE

If you plan to attend the TESOL conference in Baltimore, an excellent resource for new ideas is the Swap Shop. According to the pre-convention bulletin, here is what you need to do if you wish to participate:

> "Good storytellers gather ideas from many innovative sources and blend them together harmoniously. You can come away from TESOL '94 with a bag bulging with new classroom activities to adapt to your needs. It's easy to participate in this exchange. Bring 200 copies of your lesson (8" x 11") to the designated areas to be specified in the convention program on Thursday, March 10, between 3 and 5 p.m. Your heading must include a title, your name, educational institution or program, interest group (i.e., elementary, secondary, adult, bilingual education, etc.), and ESL/EFL level. In exchange for your material, you will receive a ticket to gain admittance to the Swap Shop on Saturday from 10:30 a.m.—12:30 p.m."

PRESENTING MULTICULTURISM IN A MONOCULTURAL SCHOOL

by Maria da Silva Amendolare

South Plymouth is best described as a predominantly white, Christian bedroom community with only nine of 643 students being bilingual/bicultural. Surprisingly, this is also a school with a growing sense of awareness of the diversity of cultures and languages in the U.S.A. and around the world.

I began teaching ESL there last September and was immediately struck by two things: (1) how homogeneous the student population is, and (2) how, even in this setting, a number of classroom teachers were successfully addressing cultural diversity.

In the parking lot one day, I saw a parent carrying in what looked like a huge body. In fact, it was. Mrs. O'Connell's third-grade class had created life-sized "Awesome Americans" during Black History Month. Mrs. Parsons' third grade enacted a play about immigration with a setting on Ellis Island. As the students in their early 1900s costumes paraded to the library, Mohammed was at the end of the line, which gave us a chance to chat a little about the play. He looked at me and said proudly, "I'm an immigrant." And as I answered, "So am I," we both beamed—he with the pride of being who he is, and I at the idea that his knowledge created within him a feeling of being special. Certainly in another setting he may have felt uncomfortable or even ashamed of this difference.

Students were busy during the 1992-93 school year. Among the cross-cultural activities, they studied how Christmas is celebrated throughout the world; celebrated Kwanzaa; received Spanish mini-lessons; charted family trees; wrote reports about the countries from which their ancestors had come; made and dressed paper dolls in native costumes and placed them around an enormous map of the world.

Certainly this place was ripe for a multicultural event. So I approached the principal about an event to celebrate different cultures. He was all for it. Next it was time to take the idea to the curriculum committee. The general consensus was one of agreement, but I heard some comments I had not expected. One teacher thought that before we, as educators, addressed ethnic diversity with our students, we should first look at our own feelings or prejudices. Another important and insightful comment was that we should be careful not to create stereotypes if we were going to present the cultures of the world. At another meeting, after more talking and brainstorming, we decided not to stress the differences between cultures but the similarities.

We agreed upon a school-wide multicultural event to be called "One World, One Family." The focus was to be families that we all share, from the remotest village to the Manhattan penthouse.

During the weeks prior to the event, many classes heard stories in many languages and community members visited to talk about their countries of origin and native languages. The mood was one of fun as well as learning. Kindergartners did the Mexican hat dance and heard *Annie and the Wild Animals* in French. A fifth-grade class created acrostic poems using their family names, flags were put up for identification, and words and phrases in many languages lined the halls for a "language hunt." Many, many multicultural books were read and shared.

At last the momentous evening arrived. The letter inviting South School families stated that "families come in all sizes and configurations," so that all felt welcome. Grandparents came. Cousins were in attendance. Single parents accepted the invitation.

The gym was lined with tables strewn with markers, crayons, etc. Each family was given a large piece of sturdy paper cut in the shape of a banner and then shown to the notions table covered with donated wrapping paper, fabric, ribbons, wallpaper samples, and more. These materials were used by all to create family banners. Only creativity and imagination were required. Most chose to adorn theirs with their family name (or names) and all sorts of things like hearts, bicycles, cats and dogs, soccer balls, family photos. Each was as unique as the individual families.

Time was also spent viewing the classroom displays, such as books created by students, models of homes, family ABC books, reports, posters of students holding hands and in comic-strip bubbles telling what they liked about each other. A video was also on display in the library done by a fifth-grade class. The students acted as immigrant characters of their choice, dressed in appropriate costumes. They spoke about their lives and what it was like to leave a homeland for a new land.

The conclusion to the evening was a small-stage presentation. Kindergartners through fifth graders sang songs and recited poems. An ESL student, dressed in her native dress, sang a song in Arabic and recited a rap poem that began:

> My name is Kholoud
> And I'm here to stay
> I came from Kuwait
> To the U.S.A.

To conclude the evening, we all sang "It's a Small World," which may sound corny, but it's true. There was a true feeling of togetherness and oneness as we sang that song in the school cafeteria. And isn't that sense of oneness in the world something we hope to create for our children's future?

Maria da Silva Amendolare is an elementary ESL teacher in Plymouth, Massachusetts.

Discussion Sessions at TESOL '94

by Nancy Cloud

Discussion Sessions provide the opportunity for participants to get together to discuss a topic under the guidance of a group leader/s. The following are the Discussion Sessions, with their leaders in parentheses, planned for Baltimore. The place and time, usually in the early morning or evening, for each will be listed in the convention guide.

Alternatives in alternative assessment: Portfolios and other practical ideas (Margot Gottlieb)

The expanding role of ESL teachers in the '90s (Phil Roth)

ESOL and regular classroom teachers: Collaboration worth building (Elizabeth Thompson and Jim Rupp)

Elementary teachers around the world: Learning from each other (Carole Urzúa and Keiko Abé)

Preschool ESL: Is it always appropriate? (Jami Ferrer-Hanreddy)

Providing services to ESOL students with special education needs (Sandra Fradd)

Content-based ESL: Thematic units and other approaches (Rebecca Dobbins)

Using literature to develop literacy in the ESL classroom (Else Hamayan)

Encouraging family involvement: Strategies for elementary ESOL educators (Mary Jane Nations)

ESL and multicultural education: Integrating both in teacher preparation (Anne Marie Werner, Laura Smolkin, Joseph Suina) ■

MAINSTREAM TEACHER...

CONTINUED FROM PAGE 1

interaction that allows opportunities for all to offer their ideas and knowledge freely. What compounds this problem is that my ESL aide and I have no allotted planning time together. We really need to have this time to plan, evaluate, re-teach, and re-evaluate. We try to work together after school, although this is difficult. We often have to just jump in and do our best. I keep telling her my *Golden Rule* of teaching—"Absolute Flexibility"—and we live and learn by this motto.

EEIS: In your classroom, what do you do that you feel helps your ESL students in developing English?

THOMPSON: This is a difficult question for me because I feel I do a lot of different things that are not necessarily *academically* based. For example, my number-one priority is to know each student individually, both socially and academically. I have visited many homes and have gone to local park and recreation programs to read and do other activities. I strongly feel that showing students I am part of their community and have an interest outside of school helps to support them in school. I also get the opportunity to learn more about their cultures and, therefore, I better understand their lifestyles. I use this in the classroom, and it seems to stimulate their desire to learn. For example, a few weeks ago I went to one of my ESL student's homes and learned how to make tamales. It was such a wonderful time to share old family stories, each revealing a small piece of their culture and family traditions. Of course, the excitement ran high on the following Monday when word got out the I could make tamales. I have been invited to many students' homes to learn from their families. Whatever the student feels he or she has to offer has now been extended to me from home.

I work with students in formal and informal ways. It is very difficult to work with so many individual needs, so modifying the curriculum is a must. Finding interesting and relevant material is not my biggest problem, again due to our "absolute flexibility" motto. However, by fourth grade, receiving a student with low skills in both the dominant and second language presents the very difficult problem of valid testing and proper placement. This situation often happens, but I am getting better at identifying and following through with district procedures to get the extra help these students need. Yet this is a time-consuming problem. Unfortunately, there are professionals who just struggle along with these students—or ignore them—thinking they will assimilate the English language as they are exposed to it.

I use a lot of check lists, roving conferences, and student-made activity sheets to reinforce language skills. I am going to begin a Readers' Workshop this semester and see if this will provide my ESL students with more opportunities for individual reading development.

EEIS: How can ESL professionals effectively help you?

THOMPSON: By having an ESL professional working with me daily, I can better provide the district-required curriculum at grade-level expectations. My ESL aide has rapport with the students because she has worked with them for several years. We really need time to work with each other to make our pilot "pull-in" program work most effectively. She has already noticed that one of our ESL boys has greatly improved his reading skills. Why? Because she has worked with him since he came to our school.

As a teacher working with students at so many different levels, I feel we often dwell on all that we know we need to teach and don't take time to stop and look at all the learning that is going on each day. I often feel that being a mainstream teacher is one of the most frustrating and time-consuming jobs a person could ever ask for. However, when I stop and reflect on what I do and why I keep doing it, I realize that I, too, am an active learner in a mainstream classroom, learning more and more each day. ■

LORY DOOLITTLE

In Connecticut our ESL students have a three-year exemption from state-mandated testing from the date of their entry into a bilingual or ESL program. This means that the two-week testing period for mainstream students is an extra busy time in our ESL classroom because we pick up the exempted students during testing periods. So we may find ourselves with a large group of students of various ages and language proficiency levels in our classroom at any one time. We have developed several units around authors and themes that have worked well for us.

Last year we prepared a large unit on Beatrix Potter. Advanced students worked on reading her biography along with several of her books. They also read her books to the beginning students. We prepared a class non-fiction book on rabbits, which we are using again this year with students. All of the students made pictures for this book. Those who were able to write provided the written materials after doing some research. We had a Beatrix Potter garden complete with a ceramic rabbit in our classroom. Another project that we had planned, but didn't have time for, was to paint a garden mural.

This year we have a large group of third-graders. Their social studies curriculum includes Native Americans, so we read *The Legend of Old Bluebonnet: An Old Tale of Texas*, retold and illustrated by Tomie dePaola. Then we listened to the story on tape while students drew a picture of their favorite part of the story. After students had reported orally (in English if possible, or in their native language) on their pictures, they began to write about them. After several writing and conferencing sessions, a book emerged that paralleled the story. The students themselves decided what order their pictures and writings should take to create the book. They presented their book to their classes, and each read their own writings. This process allowed us to read and listen to the story several times to verify questions that the students had about what to include or not include, and what order they wanted their pictures and story to take.

Shirley Flierl is an instructional aide at Julian Curtiss School in Greenwich, Connecticut. She has had success working with kindergarten children using "Letter People." She makes the large letter people from paper and other materials. For example, Mr. *B* is made from beautiful buttons. The children respond to the letter people as if they were real. This also reinforces the sound of the letter when discussing what the letter is made of. For each letter she has added appropriate reading selections, such as *Brown Bear, Brown Bear, What do you See?* by Bill Martin Jr. for the letter *B*.

Anne Wichman teaches at Julian Curtiss Middle School in Greenwich also. She has her students create timelines when working on past, present, and future time concepts. She asks them to fill in a timeline with the important events in their lives. Then they write about these events in a composition and illustrate one or two of the events. Next they create a timeline of their futures from 1995 to 2045. She tells them that this is their chance to do and be anything they want. Again they write up these events and illustrate them. Adding covers makes these writings and illustrations into books, which can be shared with parents and classroom teachers and friends.

On the next page in this newsletter, you will find a sample of work done by ESL students from Jessamine County, Kentucky, submitted by Edith Thompson at Wilmore Elementary School in Wilmore. The students used their art work to produce a "It's a Small World" calendar. Such a calendar can easily be produced using computer software that makes calendars and combines them with the students' art.

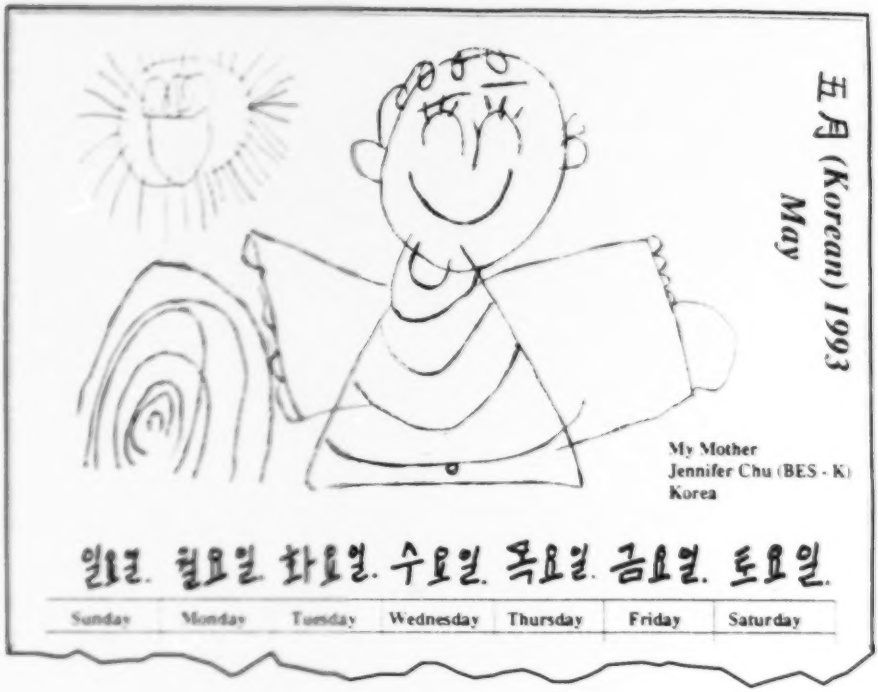
I sincerely desire to hear from you. I am also looking forward to meeting many of you in Baltimore where you can be sure I will take lots of notes on what I hear. Please write to me at: Old Greenwich School, South Beach Ave., Old Greenwich, CT 06870.

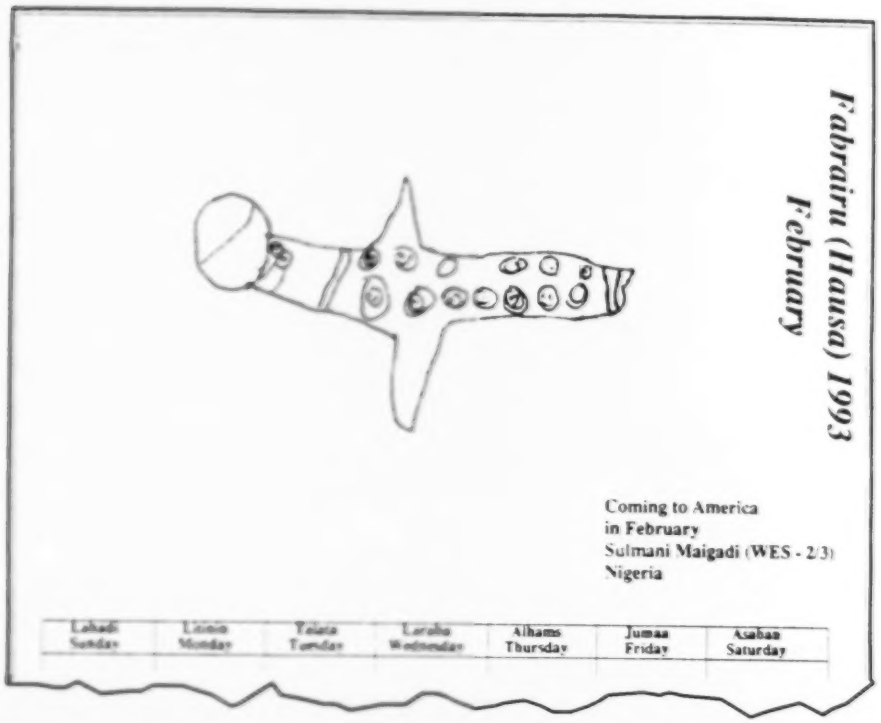
Children's Artwork

"It's A Small World" Calendar

Produced by
ESL Students in
Jessamine County,
Kentucky, U.S.A

Edith Thompson,
teacher





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